DOCUMENT RESUME

ED 457 942 JC 010 701

TITLE	Results Report, Fiscal Year 2001.
INSTITUTION	Illinois Community Coll. Board, Springfield.
PUB DATE	2001-00-00
NOTE	146p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Access to Education; *Accountability; *Community Colleges; *Educational Improvement; Educational Planning; *Organizational Objectives; *Strategic Planning; Two Year Colleges
IDENTIFIERS	*Illinois Community College System

ABSTRACT

In Illinois, 39 community college districts and one multi-community college center provide access to nearly one million students each year. The Illinois Community College System developed this strategic plan, the "Promise for Illinois," to outline the role community colleges should play in building a strong future for the state and its residents. This report for fiscal year 2001 provides continuing evidence of the individual and collective accountability the colleges and the state board demonstrate through their use of both human and fiscal resources to provide programs and services that support the statewide goals for higher education. Information is provided for each of six statewide goals that (1) relates the priorities and pledges that form the "Promise for Illinois," as well as college priorities to these goals; and (2) identifies common and individual college initiatives and actions and state-level initiatives that support the goals. These six goals are defined as: economic growth, teaching and learning, affordability, access and diversity, high expectations and quality, and productivity and accountability. Each college reported two best practices, one academic and one administrative, that support one or more of these six statewide goals. Detailed descriptions of these best practices are included in the appendix. (KP)

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Illinois Community College System

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RESULTS REPORT

Fiscal Year 2001

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ILLINOIS COMMUNITY COLLEGE SYSTEM
RESULTS REPORT
Fiscal Year 2001

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ILLINOIS COMMUNITY COLLEGE SYSTEM
RESULTS REPORT
Fiscal Year 2001

Introduction

In Illinois, 39 public community college districts and one multi-community college center serve nearly one million students each year. The array of programs and services that a community college offers is largely shaped by the demographics and needs of the district it serves. In a state as large and diverse as Illinois, the community-based structure of the colleges translates into a rich mix of institutions that mirrors that diversity. College Results Reports provide evidence that each institution is pursuing the statewide goals set forth in the *Illinois Commitment* in ways that fit the particular needs of the district's citizens. Through the Results Reports for fiscal year 2001, the colleges demonstrate both individual and collective accountability for progress toward the statewide goals for higher education in Illinois.

The *Promise for Illinois,* the Strategic Plan developed by and for the community college system in Illinois, outlines the role Illinois community colleges should play in building a strong future for the state and its residents. The *Promise* offers seven pledges, neither prescriptions nor mandates, but rather a vision of how the colleges will serve Illinois. Those pledges are:

1. Address workforce development needs with flexible, responsive, and progressive programs.
2. Offer rigorous courses and programs designed for college and university transfer.
3. Expand adult education and literacy programs necessary for individuals and families to have high-quality work and life in Illinois.
4. Equip Illinois residents with the technology skills they need to be successful in the 21st century.
5. Emphasize high quality in all programs, services, and operations.
6. Deliver affordable learning opportunities to the doorstep of Illinois residents.
7. Model and promote leadership and ethical decision making.

In the following Results Report for the Illinois Community College System, information is provided for each of the six statewide goals identified in the *Illinois Commitment* that (1) relates the priorities and pledges that form the *Promise for Illinois* as well as college priorities to the goal, and (2) identifies common and individual college initiatives and actions and state-level initiatives that support the goal. Many of the state-level initiatives support multiple goals. To reduce repetition, each initiative is included under the goal to which it is most directly applicable. Finally, each college identified two best practices, one academic and one administrative in nature, that support one or more of the six statewide goals. Descriptions of the best practices are included in the Appendix of this report.

GOAL 1 - Economic Growth

Higher education will help Illinois business and industry sustain strong economic growth.

Community colleges in Illinois are strategically positioned to meet the workforce development needs in all three categories of workforce preparation: the initial postsecondary education and training for individuals preparing to enter the workforce; training, retraining, or skill upgrading to currently employed persons; and education and training for those who are unemployed, underemployed, or dislocated. Through their efforts to meet these needs, and by taking a leadership role in the Workforce Investment Act of 1998, community colleges have become more closely attuned to the employment needs of their districts and the state, have sought creative ways of addressing the state and local employment needs, demonstrated leadership in collaboration and cooperation, and created strong partnerships with business, industry, and local elected officials. Technology has allowed the colleges to provide employers with direct access to job seekers and to provide alternative methods of instruction delivery to the current workforce and to the emerging and/or retrained workforce. Additionally, many colleges have taken on a major leadership role in the development and implementation of the local WIA One-Stop System, with several colleges housing One-Stop satellites on their campuses.

Related Priorities. One of the seven pledges in the *Promise for Illinois* is "expanding adult education and family literary programs." On June 14, 2000, Governor George Ryan signed into law House Bill 4266 to transfer the administration of state and federal adult education programs to the Illinois Community College Board effective July 2001. The social and economic benefits of adult education to individuals, families, and the state as a whole call for it to be one of the system's highest priorities.

Another pledge in the *Promise* is to "address workforce development needs with flexible, responsive, and progressive programs." College priorities in workforce development are demonstrated through the variety of training programs and opportunities offered. Not only is workforce preparation consistently identified as a common priority in the strategic plans developed by the community colleges, but it is considered an essential element of all community college programs, whether academic/transfer, career and technical, or adult education.

College Initiatives

Adult Education Programs. Adult education programs serve those 16 years and older who have less than a high school education and are no longer enrolled in school. These programs include adult basic and secondary education and English as a Second Language (ESL). Illinois community colleges provide the majority of state and federally funded adult education instruction in Illinois, equipping thousands of individuals annually with the basic skills they need to become a productive part of the state's workforce.

In fiscal year 2000, 125,486 learners were served through adult education programs, an increase of over 14,880 students in fiscal year 1999. During fiscal year 2000, 19,796 students received their GED. The college's Results Reports indicate that linking adult education courses to occupational programs enhanced the employability of this population, while better meeting the needs of local business and industry. For example, four colleges reported on new courses in workforce ESL in such occupational areas as management (College of Lake County), engineering (Elgin Community College), health care, security services, law enforcement (Richard J. Daley College), and hospitality (Oakton Community College). Colleges have reported a 25 percent increase in the number of students served through adult education that have English as their second language.

In the 2000 legislative session, the administration of state and federal Adult Education and Family Literacy programs was transferred to the Illinois Community College Board. The Governor proposed this change as part of his effort to consolidate workforce development programs in agencies where they would be high priorities. Adult Education and Family Literacy, Title II of the Workforce Investment Act, is now one of the highest priority education programs in the state. This priority has emerged as employers have required higher levels of literacy among current and prospective employees, and the Illinois labor force has become increasingly diverse and in need of English language skills.

The ICCB is building the capacity of the adult education system to meet the state's changing population and employers' workforce needs. In its first year of administrative authority, the ICCB has already increased the number of Adult Education programs and services available and is committed to increasing enrollment by 10 percent to over 140,000 people in fiscal year 2002. The Governor and the General Assembly supported the ICCB's efforts to bolster the adult education system by appropriating $9 million for increased support for programs. The ICCB is working very closely with programs in community colleges, schools, and community-based organizations to enhance their contribution to local workforce development efforts and coordination with the one-stop system.

Career and Technical Education Certificate and Degree Programs. Each year, over one-third of community college credit enrollments are in traditional baccalaureate/transfer courses. In addition, Illinois community colleges offer career and technical education in more than 200 occupational specialties for employment training, retraining, upgrading, and professional development. In fiscal year 2000, 20,881 career and technical certificates and degrees were awarded, showing an increase of 6.0 percent in occupational degrees and certificates over fiscal year 1999.

Community colleges continue to respond to new and emerging trends in the workforce by increasing the number of partnerships with business and industry; providing stronger job placement services; using Work Keys; strengthening internship programs and providing more work-based learning opportunities; integrating advisory committees of employers and practitioners into program planning, review, and development; implementing new programs; updating industrial technology; being innovative in their instructional delivery; and incorporating workplace and employment skills in curricula.

Colleges identify the needs of local business and industry through surveys, advisory groups, and community outreach efforts. Several colleges indicated that they are using Work Keys, an assessment and job profiling systems, to match employers and employees through the identification essential skills for jobs. The need to enhance instruction delivery, specifically more flexible scheduling for place-bound or time-restricted employees of local business and industry continues to be a priority. As a result, numerous colleges have begun to develop alternative delivery methods, making better use of technology. Waubonsee Community College, for example, has piloted a project using HECA funds to use video-phones and a Basic Rate Interface (BRI) phone line to bring education to the workplace. This project, a new means to collaborate with the Illinois Video Education Network (IVEN), allowed the college to offer three Early Childhood Education seminars from campus to a nearby Head Start facility.

Numerous colleges reported developing new programs in allied health fields, many of which are articulated with local hospitals. Some examples include paramedic/EMT, medical assistance, polysomnography technology, radiologic technology, respiratory care technology, psychiatric rehabilitation, medical coding, medical reporting, dietary management, surgical technology, pharmacy technology, basic nurse assistant, occupational rehabilitation aide, operating room technician, physician assistant, renal/nephrology, and magnetic resonance and mammography.

Other new occupational programs and degrees include CISCO, aviation, automotive and industrial technology, emergency telecommunications specialists, web design and management, mortuary science, fitness professionals, interpreter education, and office technology. Numerous additional programs were developed to address the unique needs of a specific college, district or area of the state including viticulture, aquaculture, organic farming, and professional golf management.

Following are several specific examples of program initiatives individual colleges have undertaken or are planning to address the workforce preparation needs of their respective districts:

- **Heartland Community College** supports the sustained growth of business and industry by bringing the resources of the college to assist the local Chamber of Commerce in developing a Training Consolidation Network (TCN), an online resource for area businesses to post training opportunities and identify training resources for employees.
- At **Prairie State College**, the Department of Corporate Education and Training is creating small business consortiums to meet the training needs of small business in their service area.
- Responding to continued documentation of need from local industries, **Southwestern Illinois College** has developed a specialized training site for the use of fire brigade members.
- The **College of DuPage** established a unique hotel classroom laboratory and developed a new e-commerce certificate with several new online courses.
- **Rock Valley College**, a charter member of the Rockford Futures Groups, was instrumental in addressing the digital divide by making computers and technology training available at neighborhood community centers, providing free website access and training for not-for-profit groups, and investigating the feasibility of a biotech incubator center.
- **Richland Community College**, for example, has implemented a collegewide computer literary policy in order to assure that all of their students are prepared for an increasingly

technological workplace. Richland also requires all of its AAS degree students to develop and maintain student portfolios to assist with job search and career development.

Partnerships. Illinois community colleges have forged numerous partnerships with business/industry, other colleges and universities, secondary schools, and state agencies to address workforce preparation needs. Colleges partner with other colleges to maximize resources and to offer programs in areas of workforce preparation that individual colleges are not equipped to offer alone. The Southern Illinois Collegiate Common Market (SICCM), a long-standing example of such a partnership, allows its college members (John A. Logan College, Rend Lake College, Shawnee Community College, and Southeastern Illinois College) to offer consortial programs in areas such as allied health where the expense of laboratory equipment would be prohibitive for a single institution.

Following are several specific examples of program initiatives individual colleges have undertaken that illustrate partnerships with business and industry:

- **Rend Lake College** has partnered with Matsushita Universal Media Services (MUMS) in a major project to benefit the college, area businesses, and the regional economy. Numerous partnership activities resulted from the collaboration with this local manufacturer of compact discs (CDs) and digital versatile discs (DVDs), such as innovative curricula, a technician apprenticeship program, increased promotion and employment opportunities, and increased productivity.
- The Automotive Technology Program at **Kennedy-King College** entered into a partnership with Ford Motor Company, the New Cities Ministers Group, and Cook County Juvenile Court to house and provide second chance training for high-risk youth and young adults through automotive technology training.
- The Career Programs subdivision of **Moraine Valley Community College** has entered into a partnership with Daimler Chrysler to offer the CAP program to automotive technology students. The CAP program combines classroom instruction in Chrysler products, internships with Chrysler dealerships, and a guaranteed job upon graduation.
- **Morton College**'s automotive program has partnered with Ford Motor Company for a Maintenance and Light Vehicle Repair (MLR) certificate. Through this partnership, eight area students were awarded scholarships for the MLR certificate.
- **Richard J. Daley College** has partnered with United Parcel Service (UPS) to provide training in basic skills, mechanical maintenance, and management and supervision to approximately 80 UPS employees. More than 100 other students at Daley College work at UPS under the Earn and Learn program.
- **Lewis and Clark Community College** and the Olin Corporation received the 2000 Business/Industry Partnership Award from the Illinois Community College Trustees Association. In fiscal year 2001, the college conducted 206 workshops, courses and seminars for the Olin Corporation, providing training to 1,640 employees and produced four new training videos focusing on safety procedures.

Community college efforts to promote career preparation continue to increase in number and improve in quality. For example, Southwestern Illinois College's Career Placement Center developed a system of business/industry/labor partnerships with over 1,000 area employers in

order to offer increased work-based experiences and exposure to the World of Work to students in grades K-13. Employer partners agree to participate in a variety of activities such as career mentoring, internships, participation in advisory committees, job fairs, career days, classroom speaking and clinical experiences. On-line access is also provided to these resources.

Services to Business/Industry. Illinois community colleges help regional business and industry through developing curricula that address their needs, assuring a steady workforce, and by developing partnerships to enhance and assure continued economic growth. Business/Industry Centers located at every Illinois community college provide a comprehensive range of services based on local needs that include customized job training and testing, entrepreneurship seminars and workshops, employment training, job search services, adaptation of instruction delivery, government contract procurement assistance, individualized counseling and management assistance, and small business incubators. These centers also work cooperatively with the Illinois Manufacturers' Association, the Illinois State Chamber of Commerce, and the state's manufacturing extension initiative, in partnership with the Chicago Manufacturing Center and the Illinois Manufacturing Extension Center. In fiscal year 2000, community colleges provided 9,655 customized training courses to 3,497 companies, a slight increase over fiscal year 1999. These services contributed to the retention of 5,808 jobs, an increase of 2,352 jobs over the previous year. As a result of the industrial attraction, a total of 181 companies started up or expanded as compared to 56 companies in 1999. Following are several specific examples of how community colleges meet the needs of their local business and industries:

- The Business and Professional Institute at the **College of DuPage** partnered with the Illinois Department of Commerce and Community Affairs' Illinois Trade Office to recruit and then accompany Illinois manufacturers to two trade shows in Brazil where 18 Illinois companies were able to connect with over 200 Brazilian agents and distributors.
- At **Sauk Valley Community College**, the college's technology faculty have met with industrial personnel and toured local industrial plants in an effort to better understand the training needs of local employers. The college established the *Computer Institute* in response to the expressed needs of business.
- To enhance trade and commerce between district business and potential Asian trading partners through a better understanding of cultural forces influencing decision-making in the corporate board room, **Elgin Community College** inaugurated the Unity in Diversity Series, a forum to discuss issues that affect economic stability in Asian societies, such as the politics of governance, infrastructure, workforce skills and training, and work ethic.
- The Automotive Technology Program at **Kennedy-King College** has entered into an internship agreement with Bridgestone/Firestone Tire & Rubber, Inc., to provide real-world work exposure for automotive students and to give the employer an opportunity to observe potential employees before they are hired.

Continuing Education and Public Service. Continuing education and public service activities represent an important facet of the community college mission that address needs that fall outside structured programs. All community colleges provide continuing education for professionals to maintain currency or to meet requirements for continuing professional development in fields such as allied health and to provide opportunities for individuals to develop new skills or upgrade current skills. Many of these activities are noncredit. For example, **South Suburban College** offers computer training and computer facilities to enable residents of economically depressed

areas to participate in online learning opportunities that include noncredit and GED preparation courses. Colleges reported that 339,351 students generated 508,145 enrollments in noncredit courses and activities for fiscal year 2000, representing an increase of 18,289 students and 11,698 enrollments over fiscal year 1999.

Services to Welfare Clients. Most of the colleges also participated in the Advancing Opportunities Program to assist welfare clients to become self-sufficient. In fiscal year 2000, 31.5 percent (2,561) of the TANF recipients in adult education programs experienced increased earning sufficient to reduce or cancel their monthly welfare grants, resulting in welfare savings of over $10 million. Although the community college system received $3.4 million in fiscal year 2000 for the Advancing Opportunities Program, this program was not included in budget recommendations for the Department of Human Services (DHS) for next fiscal year due to overall sizable reductions in funding for DHS employment and training services. The reason for reductions in these related programs is primarily that the state has been very successful in reducing its welfare caseload, decreasing from 218 cases per month in 1998 to 61 in 2001. Following are several specific examples of how the colleges addressed the needs of this population:

- The **Lincoln Land Community College** STARS program (Skills Training and Retention for Success) focuses on teaching students a sense of responsibility that encourages them to secure and sustain employment. Classes cover personal health and safety issues, communication, leadership, teamwork, and life management skills
- **Olive-Harvey College** was one of three community colleges to receive the ICCB 2001 Award for Excellence in Workforce Development for its "Collaborative Community Training Initiative" with Salem Baptist Church. This program promoted and provided instruction to a growing number of unemployed or underemployed community residents in several short-term vocational training programs. To date, 95 percent of program completers are successfully employed.

Resource Support. In order to be effective, the activities the colleges carry out in support of workforce preparation require staff and fiscal resources. Nearly all of the colleges reported that they are supporting new or enhanced workforce preparation initiatives. These initiatives include aligning or realigning staff to support workforce preparation programs and initiatives, investing in facilities to provide new or improved occupational programs and training, and providing incentive funding for initiatives to enhance and sustain workforce preparation and economic development.

State-Level Initiatives

Business Solutions Network. During fiscal year 2001, the Employer Services Network (ESN) and toll free 1-800 telephone number changed its name to the Business Solutions Network (BSN). The name change and a comprehensive list of marketing events is a result of a marketing analysis that was completed in February 2000 by Omni Communications. The goal of the Business Solutions Network is to provide a comprehensive, seamless system of introduction and delivery of workforce services of each community college to employers within the state. The toll-free telephone number will be advertised throughout the state in trade shows, organization and

association newsletters, public service announcements, and articles throughout the state. The new name and promotional materials will provide an easy system for Illinois businesses to access short-term quality training for their employees.

Workforce Preparation Awards. The ICCB annually presents Workforce Preparation Awards to up to three colleges in recognition of outstanding efforts to improve employment opportunities and provide for a better trained workforce in their communities. Most recent award winners are: **Olive-Harvey College** for partnership with Salem Baptist Church to provide unemployed or underemployed community residents with short-term vocational training programs; **Southeastern Illinois College** for its par partnerships with the Southeastern Illinois Regional Planning & Development Commission and the Southern Illinois University Carbondale Office of Economic and Regional Development to identify the specific business needs of the diverse economic base of the counties within the community college district; and **McHenry County College** for its manufacturing management curriculum development program that brings together the faculty from disparate departments, as well as input from participating business and industry partners, to develop an integrated curriculum.

Implementation of Workforce Legislation. The passage of the federal Workforce Investment Act (WIA) creates expanded relationships among many workforce development programs to improve access to high-quality programs and services for customers – job seekers, students, and employers – and their success. WIA has had a strong impact on the overall Illinois workforce development system and has brought about new challenges and opportunities for community colleges, adult education providers, and other workforce development programs and services. The ICCB, community colleges, and adult education providers are committed to a broad, coordinated workforce development system in Illinois.

Community colleges are actively engaged in the implementation of WIA, have formed WIA teams, and established a WIA contact on each campus. Adult education providers, community college presidents, and Postsecondary Perkins administrators are represented on each of the 26 Local Workforce Investment Boards. ICCB staff, local adult education providers, and local community college staff serve on various state, local, and federal workforce development committees, such as the Illinois Workforce Investment Board. The ICCB has been providing ongoing training and technical assistance to community colleges and adult education providers since December 1998.

Education-to-Careers. Education-to-Careers (ETC) is an initiative to promote the overall career preparation opportunities that schools can provide students for success in education, in work, and in life. The ICCB, as the state coordinating board for Illinois community colleges, plays a pivotal role in ETC as an equal partner in administering and implementing ETC as an education reform initiative through joint administration with the interagency state-level team and system leadership and coordination within the community college system. Although the federal School-to-Work Act sunsets in fiscal year 2002, the ICCB remains committed to supporting the ETC philosophy through workforce activities and initiatives at Illinois community colleges.

Tech Prep. Tech Prep is a program of study which begins in high school, continues at the community college, and culminates in an associate of applied science degree in a high-demand, high-wage occupational program. Program efforts concentrate on the transitioning of students, pathway development, and preparatory services. In fiscal year 2001, the ICCB devoted

significant resources and staff time to the state-level coordination of Tech Prep in partnership with an interagency leadership team.

Career and Technical Education Challenge Task Force. The Career and Technical Education (CTE) Challenge Task Force is a statewide committee charged with creating a blueprint for career and technical education in the future that includes supporting high educational achievement for all CTE students and preparing students for the high-skill, high performance workplace of the 21st Century. With the support of the Governor's office, ICCB President and CEO Joseph Cipfl, along with State Superintendent of Education Glenn W. McGee called this group of 40 education and workforce development leaders together in March 2000. To demonstrate their commitment and support of this cause, Diana Robinson, Deputy Superintendent of ISBE, and Virginia McMillan, Executive Vice-President of ICCB, were assigned to co-facilitate the Task Force. After many months of work, the task force ultimately tailored a vision statement for CTE in Illinois that includes the components of rigorous and relevant learning; career awareness, exploration, and planning; and career-specific preparation for every Illinois student. During fiscal year 2002, the ICCB will attempt to align the vision with the ICCB priorities and strategic plan through the action steps outlined in the CTE Challenge Task Force Final Report.

System Funding Initiatives. The ICCB has made an effort to expand "block grants" to the system. Theses funds are distributed in various categories that support areas that are critical to accomplishing the community college mission. Block grants that support the colleges' capacity to contribute to the economic growth of their districts and the state include:

- Workforce Development Grants that are used to fund projects in three main areas: Business/Industry, Education-to-Careers, and Welfare-to-Work. For fiscal year 2002, a total of $14.317 million was appropriated to support these grant categories.
- The Current Workforce Training Grants are meant to provide worker training to incumbent workers in order to upgrade their skills and enhance the state and local economies. For fiscal year 2002, $5 million was appropriated to support this grant.

Goal 2 - Teaching and Learning

Higher education will join elementary and secondary education to improve teaching and learning at all levels.

The community college system plays a pivotal role in the ultimate success of student learning in Illinois. The colleges provide a community-based infrastructure of postsecondary institutions with ties to universities and K-12 schools. These partnerships enable them to be major contributors to teaching and learning through teacher recruitment, preparation, and professional development and outreach and support to elementary and secondary schools.

Related Priorities. A strong commitment to teaching and learning is evident throughout the *Promise for Illinois*, ICCB's strategic plan for the Illinois Community College System. Pledge six, in particular, promotes continued efforts to reduce barriers to education and expand lifelong educational opportunities for all individuals. Access to courses that are at convenient times and in convenient locations, as well as through alternative delivery modes, enable students to pursue a quality education. Furthermore, the commitment to teaching and learning is at the core of the community college mission and is a common priority in each institution's annual *Accountability/Program Review Report* to the ICCB.

College Initiatives

K-12 Outreach. Community colleges are actively engaged with elementary and secondary students in a variety of outreach activities designed to enhance students' learning experiences in a variety of curricular areas. Early assessment and supportive coursework for high school students, tutoring and mentoring programs, enrichment classes and camps, hosting K-12 events on campus, career fairs, recruitment activities, and formal partnership programs were the most common outreach activities described in the colleges' Results Reports.

Several community colleges reported sharing resources with regional offices of education, district schools, and other education constituents to strengthen partnerships and provide expanding opportunities to K-12 students. The colleges also listed outreach efforts to middle and elementary schools in the areas of skill-building, Education-to Careers, Tech Prep, and other college awareness activities. Following are several specific examples of initiatives related to K-12 Outreach that are underway or planned at the colleges:

- **Rend Lake College** joined seven middle schools in its "Future Focus" project. More than 12,000 students took part in activities involving career exploration, interest inventories, goal setting, and preparing for high school.
- **Sauk Valley Community College**'s Student Ambassador Program created an outreach program for elementary and middle school students through its "Who Wants to Be A College Student?" game show. The show is an interactive way to reach students at an

early age, help them explore career opportunities, and encourage them to attend college. More than 700 elementary and middle grade students participated.

- At **Kankakee Community College**, the Minority Achievement Experience (MAX) program works with 6th through 9th grade students in improving academic skills, while also exposing them to cultural experiences.
- **John A. Logan College**, in partnership with Shawnee Community College and Southern Illinois University at Carbondale, conducts a Regional Pre-College Career Preparation and Planning Program each year for more than 130 minority students. The program offers activities in career awareness, exploration and instruction in computer science, mathematics, oral and written communication, study skills, self-concept development, social skills, and multicultural awareness.
- The **College of DuPage** is partnering with several area high schools in a service-learning project to involve high school students in learning and teaching computer and information literacy skills.

High School Articulation. Nearly all of the colleges reported certain common initiatives intended to improve high school articulation, including dual enrollments, dual credit, articulated courses, Tech Prep sequencing, programs for gifted or honors students, course waivers based on Advanced Placement Tests or CLEP exams, feedback reports to high schools, bridge programs, and other standards-based activities and curriculum alignment efforts.

Dual enrollment and dual credit are a common means of enriching the final year(s) of high school for a number of students, addressing issues of time-to-degree and establishing linkages between the colleges and high schools. Not only did nearly all colleges report participation in dual enrollment and/or dual credit, most indicated that they plan to increase these opportunities. Because these types of connecting programs are so important, the ICCB allocated $1 million dollars in fiscal year 2001 through its Accelerated College Enrollment (ACE) Grant to help these students accelerate their college coursework and ease their transition to higher education. Tech Prep programs provide another effective means of linking and blending high school and postsecondary programs. Following are several specific examples of high school articulation initiatives currently underway at the colleges:

- **Southeastern Illinois College** implemented a high school distance learning program. Approximately 220 students were enrolled in baccalaureate classes during the 2000/2001 school year.
- **Olive-Harvey College**, through its *College Excel Program*, offers qualified high school junior and senior students an opportunity to receive dual high school and college credit by enrolling in career/technical programs in Computer Information Systems, Office Information Systems, and Architectural Technology. A total of 127 Chicago area students participated this past year.
- **Morton College** worked with local high school faculty and staff to develop a week-long "jump start" summer program for incoming high school seniors to acquaint them with the college, its services, and useful strategies regarding college success. The program now serves as a benchmark for similar activities and programs.
- **Carl Sandburg College** uses distance learning technology to reach out to the high school students of its rural, geographically large district. Eight high schools have compressed video equipment which allows students to take college courses from their home schools.

- **Waubonsee Community College** partnered with East High School to share their welding lab facilities for dual credit high school courses and regular college courses. The college equipped its facility and provided instruction, generating nearly 200 credit hours.
- All 31 schools in **Lake Land College**'s district are members of the Tech Prep program and all divisions of the college are participating. Articulation of four new programs expanded the offerings within the high schools. Currently, 21 Lake Land programs have been articulated.

Connective Activities within the P-16 Continuum. Created in fiscal year 1998, the *P-16 Partnership for Educational Excellence* was developed to formally bring together the Illinois Community College Board, Illinois State Board of Education, and the Illinois Board of Higher Education to collectively ensure that policies, programs, and services are in place throughout the education continuum to enable all Illinois citizens to attain their educational goals. Following are several specific examples of how the community college system has made a significant commitment to strengthening existing programs and enabling the development of additional initiatives:

- **Wilbur Wright College** partnered with Steinmetz High School in a P-16 Initiative to improve curriculum, share teaching strategies, and provide college orientation/college survival skills workshops to high school students.
- **Lincoln Land Community College** is partnering with District 186 and the University of Illinois at Springfield in *Project Minority Student Support for Teaching* (MSS). Special programs for middle and high school students with an interest in teaching have been developed and teach students how to obtain financially secure and successful careers in education.
- **John Wood Community College** hired a former elementary school principal to serve as the staff advisor for teacher education majors and is partnering with local four-year institutions to enhance advising and transfer for these pre-service teachers.
- Danville Area Community College, through its *Minority Teacher Identification and Enrichment Project*, partnered with Eastern Illinois University, Danville High School, Northridge and Southview Middle Schools and Northeast Elementary School to provide enrichment activities, field trips and materials for minority students, teachers, and parents.

Teacher Recruitment and Preparation. Defining the community college role in teacher preparation has been at the forefront of state and local discussions and activities in fiscal year 2001. An important component of improving teacher quality is effectively recruiting and training prospective teachers. Community colleges are an integral part of the effort to attract students to the education field and are prime venues for providing future teachers with strong foundational skills and early field experiences.

Many colleges are in inner cities or rural communities where teacher shortages often exist. They directly serve their communities by providing access to preparatory courses for students who are place-bound, interested in pursuing a career in teaching, and who seek an affordable education. Career development activities sponsored by the colleges reach into junior high and high school to inform students about teaching careers.

More than 40 percent of the graduates of Illinois public university teacher preparation programs spend the first year or more at an Illinois community college and almost 70 percent are enrolled in community colleges at some point prior to graduation. On average, over 900 transfer courses are offered in teacher education at Illinois community colleges and close to 100,000 teacher education semester credit hours are generated by community colleges each year. Following are several specific examples of advances in partnerships, articulation and transfer, teacher preparation, and teacher recruitment at the colleges:

- **South Suburban College** entered into a partnership with local school districts and a university to develop a teacher preparation program that would offer all four years of coursework at the South Suburban campus.
- **Prairie State College** has reallocated dollars to fund a new full-time faculty position in education and will be updating transfer courses and aligning course syllabi with the new statewide standards.
- **Illinois Central College** is participating in District 150's "*Future Teachers of Peoria*" program whereby minority students are guaranteed a college education if they maintain an appropriate GPA and commit to returning to the district as teachers. Illinois Central has waived tuition for students in this program.
- **Joliet Junior College** collaborated with the University of St. Francis to develop a High School Teacher Certification curriculum to enable current and potential high school teachers to earn a permanent endorsement in Career/Technical Training.
- **Southwestern Illinois College** will collaborate with Southern Illinois University at Edwardsville on a grant project to establish a teacher preparation curriculum for middle school teachers.
- **Malcolm X College** signed a *Seamless Connection* agreement with National-Louis University to allow graduates from the Child Development Program at Malcolm X to seamlessly continue their teacher education preparation at National-Louis. The purpose of this project is to alleviate the teacher shortage problem in Chicago by increasing the number of teacher candidates, especially minority candidates.
- **McHenry County College**, North Park University, and other four-year institutions are creating a cohort plan for those with noneducation baccalaureate degrees who now want to achieve ISBE certification. During fiscal year 2002, McHenry's Education Department will create an Education Advisory Committee to explore educational programming and an Education Focus Group aimed at recruiting students interested in becoming teachers.
- The **College of Lake County** developed a *Future Teachers Program* that served 150 students at five schools in Waukegan and North Chicago. The goal of the program is to introduce middle and high school students to teaching as a future career and to prepare them academically to achieve their goal.
- Elgin Community College is using its involvement with Project ESCALERA and Project STEP, two federally-funded programs, to support individuals who wish to become bilingual teachers or to move from a bachelors degree to a masters degree. Support is in the form of tuition assistance and professional development opportunities.

Teacher Professional Development. Current state re-certification requirements have increased the demand for professional development opportunities for Illinois' educators. Community colleges provide a variety of valuable professional development opportunities for teachers, most

notably in the area of instructional technology. The colleges serve as access points for the Illinois Virtual Campus (IVC), which makes internet-based courses available through a single point of contact. Coupled with this is the Illinois Community Colleges Online (ILCCO), which provides internet-based learning opportunities throughout the state. Through interactive video technology, the Illinois Video Education Network (IVEN) allows the colleges to partner with other institutions of higher education to provide courses, workshops, and seminars. Additionally, the colleges' proximity to local schools serves to provide opportunities for teachers to upgrade skills in the use of instructional technology and in other areas, as needed. Following are several specific examples of professional development efforts at the colleges:

- **William Rainey Harper College** conducted a focus group with professional development coordinators from the area's 11 elementary, secondary and unit school districts to identify professional development needs in light of the new professional teaching standards.
- Teacher Treks '01 was held at **Oakton Community College**. This professional development program for K-12 and college educators included employer visits, professional development workshops, and graduate courses.
- **Kennedy-King College** has plans during the 2001-2002 academic year to train the permanent substitute teachers in the Chicago Public School District in teaching methodologies and learning approaches that can be used to impact the academic performance of their students.
- **Illinois Valley Community College** has formed a partnership with three area regional offices of education to meet the professional development needs of their K-12 teachers. It is a unique revenue-sharing model that offers joint opportunities throughout the year by sharing facilities, instructors, materials and marketing.
- **Rock Valley College** partnered with the school districts in its district for cooperative staff development programs. Three courses were offered for 118 secondary and postsecondary educators. Topics included contextual teaching for the 21st century and brain-based learning.
- As the result of a grant award from the Illinois State Library, **Moraine Valley Community College**'s LRC/Library, in cooperation with Moraine's *Educator Academy*, provided 15 hands-on workshops to teacher/librarian teams from district elementary and high schools. More than 200 teachers representing 41 schools participated in the series. The workshops emphasized the use of computer technology, the internet, and multimedia instructional tools in the delivery of school curricula.
- **Heartland Community College** is an active partner in the Bloomington-Normal Education Alliance, which has developed a *Professional Educators Academy*. The academy promotes technology support, staff development, and diversity training through numerous workshops and activities.

State-Level Initiatives

Illinois P-16 Partnership for Educational Excellence. The ICCB is a full partner, along with the Illinois State Board of Education (ISBE), and the Illinois Board of Higher Education (IBHE) in the Illinois P-16 Partnership for Educational Excellence. Through this partnership, the three agencies acknowledge their shared responsibility for the educational continuum in Illinois.

Priority areas for fiscal year 2001 included expanding the use of technology to improve educational opportunities for students and educators; improving the recruitment, preparation, and development of classroom teachers; and developing processes to ensure a smooth transition from high school to college and the workplace. The partner agencies have jointly received two federal grants as part of their P-16 efforts. The first is a "Teacher Quality Enhancement" grant which focuses on the national middle school reform movement. This project, led by IBHE, will help establish a middle school teaching certificate and develop methods for improving teacher recruitment, preparation and retention in the middle grades. The second is a three-year "Preparing Tomorrow's Teachers to Use Technology" grant aimed at creating a technology-infused postsecondary general education curricula for teacher preparation candidates. The ICCB has taken the lead on this project.

ICCB is also a partner along with the states of Nevada and Texas in a three-year "Preparing Tomorrow's Teachers to Use Technology" (PT3) grant awarded to the Education Commission of the States (ECS). The project will involve finding ways to overcome policies and practices that impede the ability of community colleges to participate in the recruitment and professional training of technology-trained teachers. The overall purpose of the project is to accomplish a systemic change that will, ultimately, result in a significant increase in the quantity and diversity of K-12 teachers trained to use technology, particularly in hard-to-staff urban and rural schools.

Illinois Articulation Initiative. The Illinois Articulation Initiative (IAI) is a joint initiative of the IBHE, the ICCB, and the Transfer Coordinators of Illinois Colleges and Universities for the purpose of enhancing the transfer process for the more than 30,000 students that transfer each fall among all sectors of higher education in Illinois. The Illinois community colleges are the primary providers of the freshman and sophomore year of postsecondary education in Illinois public higher education. Community college faculty and staff, along with representatives from four-year institutions, serve on IAI panels that developed specific recommendations for lower-division transfer courses. To date, recommendations have been endorsed by the IAI Steering Panel, ICCB, and IBHE for a common general education core and 26 majors. Panels meet bi-annually to review courses submitted by participating institutions as comparable to those in their recommendation. During fiscal year 2001, the following IAI Major panels underwent a Fifth-Year Review: Agriculture, Art, Elementary Education, Engineering, Psychology, Secondary Education, Business, Criminal Justice, Early Childhood Education, and Music. The ICCB and its staff have provided leadership and support to the IAI since its inception in January 1993.

Task Force on Remedial Education. The Remedial Education Task Force was formed in fiscal year 2001 to help identify priority needs for remedial education in Illinois. The group was composed of statewide members from postsecondary institutions. After significant research, the task force released a report entitled, "Collaborating to Strengthen Student Preparation," in March 2001. In this document, the group identified 14 "Critical Areas to Address and Related Pivotal Issues," which include to further align student assessment practices, reinforce P-16 collaboration, promote early awareness of rising academic and workplace standards, and develop strategies for earlier intervention. During fiscal year 2002, a group will be convened to use the recommendations in the Task Force Report to develop standards for remedial programs that colleges can use to assess their efforts.

Teaching Learning Excellence Conference. The Illinois Community College Faculty Association supports an annual Teaching Learning Excellence Conference that brings together faculty and staff from colleges throughout the state to share best practices and collectively discuss issues affecting teaching and learning. The Teaching and Learning Excellence Conference draws over 300 faculty and staff annually.

Learning-Centered Excellence Awards. This ICCB award recognizes innovation in approaching the challenges of fostering an excellent learning environment. The award is presented to up to three colleges annually. Awards for Excellence in Learning Centered Instruction for fiscal year 2001 went to the **College of DuPage** for their work on "Ameritech Interconnect: Using Technology to Bridge the Generation Gap," and to **Richard J. Daley College** for their submission entitled, "Hands, Minds and a Bit of Grief: A Formula for Success."

Lincoln's Challenge Scholarship Program. The ICCB's Lincoln's Challenge Scholarship Program operates with an annual appropriation to provide scholarships for Lincoln's Challenge graduates. The Lincoln's Challenge Scholarship Program is sponsored by the Illinois National Guard to help at-risk high school dropouts to attain their GED. Scholarships provided by the ICCB give students an opportunity to continue their education at an Illinois community college. To date, more than 1,800 graduates have received scholarship awards.

Goal 3 - Affordability

No Illinois citizen will be denied an opportunity for a college education because of financial need.

Illinois community colleges are committed to bringing higher education and workforce preparation opportunities to the doorstep of the 4.5 million households in Illinois. In order to make the dream of higher education a reality, however, the colleges constantly strive to ensure that the instruction they provide is both high quality and affordable. The extensive community college system allows students of all ages to attend college without leaving their jobs, their communities, or their families, thus reducing the negative impact college attendance traditionally places on students. Furthermore, each college endeavors to keep tuition levels low and provide students with easy access to a variety of local, state, and federal resources.

Related Priorities. One of the seven pledges included in the Illinois Community College System's *Promise for Illinois* is to "deliver affordable learning opportunities to the doorstep of Illinois residents." In annual reports to the ICCB, the colleges consistently identify student access and success as a common priority.

College Initiatives

Limited Tuition and Fee Increases. The fiscal year 2001 statewide average cost for tuition at Illinois' community colleges was $46.00 per semester credit hour, ranging from a high of $54.00 to a low of $38.75 per semester credit hour, compared to a statewide average of $48.48 per semester credit hour for fiscal year 2000. Most colleges reported either a small tuition increase for the year, or no increase at all. This translates to a more affordable education option for the citizens of a particular district and a more accessible educational system statewide. Following are several specific examples of how colleges are limiting the burden of tuition and fee increases on their students:

- For the fifth consecutive year **Black Hawk College** did not increase tuition.
- Despite rising costs, **Moraine Valley Community College** did not increase tuition in 2000 or 2001.
- At the **College of Lake County**, tuition and fee costs for the 2001-2002 academic year were only increased $1.00 per credit hour over 2000-2001.
- **John Wood Community College** limited the tuition increases in their fiscal year 2002 budget to only 3.5 percent or $2.00 per credit hour.
- **Parkland College** kept tuition increases to a minimal 3.8 percent for in-district students and 5.3 percent for in-state, out of district students.

Financial Assistance. All Illinois community colleges participate in state and federal financial assistance programs. During fiscal year 2000, the Illinois Student Assistance Commission (ISAC)

issued 44,688 awards to community college students, totaling more than $37.4 million in financial aid grants through the Monetary Assistance Program (MAP), compared to over 45,000 awards totaling over $36 million for fiscal year 1999.

MAP awards, however, are only part of the financial assistance that community college students receive. Illinois community colleges continue to hold the philosophy that every attempt should be made to maximize financial assistance awards and minimize student dependance on loans. Community college foundation groups are very active in attracting dollars to fund various local scholarships and grants, and many colleges have instituted programs to reduce the financial burden that often accompanies higher education. Following are several specific examples of innovative financial aid funding initiatives at the colleges:

- **Lincoln Land Community College** offers tuition waivers for adult students in their "TEAL" program and secondary students enrolled in dual credit courses.
- The **College of DuPage** Foundation raised over $5 million for its "Reaching for Future Promise" campaign in fiscal year 2001. A portion of these funds is directed toward student scholarships.
- **City Colleges of Chicago** have partnered with the Chicago Transit Authority to provide students with unlimited transportation passes during the semester for all full-time students.
- South Suburban College and Wilbur Wright College each offer special scholarships for students scoring 300 or above on the GED test.
- The Lake County College Foundation awarded more than 327 scholarships during the past year and raised more than $220,000 in annual and endowed scholarships.
- At **South Suburban College**, all first time students over the age of 25 receive a tuition-free class.

Information about Financial Assistance Opportunities and Planning for College. The Illinois Community College System is committed to providing all citizens with affordable education options. A large part of this commitment is realized through the counseling and outreach activities performed by each college. Tremendous amounts of local resources and time are devoted to ensuring that all students, potential students, and parents have the knowledge and materials necessary to be eligible for, and take advantage of, the wide range of financial assistance opportunities available.

The most commonly mentioned methods of public outreach included financial aid presentations at schools, orientation meetings, and community events; print and other media materials for students and the community at large; and various other methods that leverage existing community functions to maximize potential audiences. Specific examples include:

- **Highland Community College** maintains a no loan/debt free educational philosophy for its students. In 2000, the off-campus student employment program was moved to the Department of Workforce Services and staff members devoted an increased amount of time toward providing employment information to their students.
- Financial aid staff from **Rend Lake College** visit all district schools on an annual basis and extend their office hours during the fall and spring semester to help meet the needs of nontraditional students.

- **Kankakee Community College** coordinates the "Beyond the GED" program which provides personal assistance, including financial aid counseling, to college students who are pursuing baccalaureate degrees after earning a GED certificate.
- **Triton College** created a financial aid web page to provide information about college, state and federal aid packages, and application procedues. The web page has links to the FAFSA site, which enables students to file applications electronically and to check on their award status.

Other college projects that support this goal are intended to address the particular needs of different groups served by the colleges, including programs for the working poor and minority students. Specific examples include:

- Financial aid staff from **Elgin Community College** provided information to ESL classes, presenting written information in both English and Spanish.
- **Harold Washington College** hosts an annual free tax counseling project which serves both current students and indigent Chicago residents. This project enables many disadvantaged individuals to take tax credits that they would not have otherwise received.
- **Illinois Central College**, in cooperation with CILCO, has developed the "Yes" program to provide minority high school students with advisement and orientation to college activities.
- In order to provide greater direct service to high risk students in the East St. Louis area, **Southwestern Illinois College** has initiated a program to help support welfare-to-work and low-income working students.

State-Level Initiatives

Annual Equalization Grants. Annual Equalization Grants are the result of a system funding initiative that attempts to reduce the disparity among districts in the local property tax available per student. The fiscal year 2002 funding level for this grant was increased by $3.73 million, for a total of $77.39 million allocated to 29 colleges.

Accelerated College Enrollment Grant. The Accelerated College Enrollment grant is a system funding initiative intended to allow community colleges to expand the services they offer to high school students who wish to take college-level classes. A total of $1.5 million has been allocated for fiscal year 2002 to help students accelerate their college coursework and ease the transition to higher education.

Illinois Incentive for Access. The Illinois Incentive for Access (IIA) program is designed to direct additional grant aid to students classified as freshmen with no family resources to pay for college. It is a needs-based program which provides a one-time $500 award to eligible freshmen applicants. Community college students represent a large portion of the students who receive financial assistance through IIA, and the Illinois Community College System strongly supports the program.

Goal 4 - Access and Diversity

Illinois will increase the number and diversity of citizens completing training and education programs.

Access is a guiding principle of the Illinois Community College System. The network of 39 community college districts and one multi-community college center provides citizens in all parts of the state access to higher education. Utilizing innovative instructional techniques and technology, the colleges continually strive to provide students with the flexibility and convenience they need to complete their educational and training objectives.

The student population of Illinois' community colleges typically reflects the cultural diversity of their local community. Statewide, the student population of community colleges was nearly 56 percent female and approximately 35 percent of minority ethnicity, both showing no change from last year. Nearly 40 percent of the population was aged 31 years or older, an increase of about 5 percent from last year. And, nearly three-quarters (between 73-75 percent) of students were enrolled part-time during the fall and spring semester. (Student Enrollments & Completions in the Illinois Community College System-Fiscal Year 2000, January 2001.). While the student population of community colleges tends to be more diverse than other sectors of higher education, the ICCB and the colleges remain committed to promoting, maintaining and enhancing accessibility, cultural awareness, and diversity throughout the system.

Related Priorities. Embedded within several of the pledges outlined in the *Promise for Illinois* Strategic Plan 2000 for the Illinois Community College System are actions related to increasing access to courses, programs, and services offered through Illinois' community colleges and to supporting diversity initiatives within college communities.

College Initiatives

Increased Access to Programs and Services. Community colleges recognize the needs of their students for a variety of instructional options. Colleges continually strive to improve existing traditional delivery methods, and create new innovative methods for their entire student population. Several of the most commonly identified means of increasing access to programs and services at the colleges included online course offering, off-campus and nontraditional instructional sites, and accelerated course formats. Following are several specific examples of the ways colleges have used these tools to increase access to higher education in their area:

- **Kaskaskia College** increased access to programs and services for students in the previously untapped western portion of their district by opening up a new extension center in Trenton, IL. The new facility will provide students with day, evening, and weekend instructional opportunities.
- **Elgin Community College** partnered with other community agencies to open the Fox Valley Health and Wellness Center, which increases the access to programs and services

from numerous community-based education and social service organizations. In addition to adult education and community education courses offered by Elgin, students will also have access to child care, health care, and information referral through the new Center.

- **Parkland College** began operations of the Disability Services and Computer Technology Center to increase awareness of and provide training on assistive learning technology resources and tools available on campus for students with disabilities, their aides, and their instructors.
- **John Wood Community College** increased their online course and program offerings in an effort to reach place-bound students, and to reach a larger portion of their district. Enrollments in online courses for fiscal year 2001 were nearly eight times the enrollments from last year.
- **Waubonsee Community College** designed a Fast Track Program that will allow students to complete the Associate in Science degree and the Associate in Arts degree in one-half the standard time. This accelerated learning format appeals primarily to part-time students, but courses are offered to both full- and part-time students with daytime and evening intensive formats.
- **Lake Land College** launched its Special Needs website offering resources for faculty and students with disabilities or other special interests. The website provides information on assistive learning technology and services offered by the college and other community organizations.

Increased Diversity. Community college districts are reflective of their local communities in cultural diversity. Colleges continue to work towards expanding the diversity of their campuses, among both students and faculty, by offering programs and services to individuals representing an array of social, economic, ethnic and educational backgrounds. The most commonly identified practices for increasing cultural awareness and diversity of both the student population and college faculty included targeted recruitment; diversity programs for students and faculty; and support services for minority, disadvantaged, and at-risk immigrant and nontraditional student populations. Following are several specific examples of the ways colleges are working towards increased diversity on their campuses:

- **Morton College** was awarded a $2 million grant over the next five years to increase its programs and services to its primarily Hispanic student population. The college was designated in fiscal year 2001 by the U.S. Department of Education as an Hispanic serving institution and plans to target the Hispanic community in its district for numerous career and technical programs in demand within the colleges and surrounding districts.
- **Kennedy-King College** promoted its Automotive Technology Program to its ethnic and female population through representative social organizations. The college has seen an increase in student enrollments in the program and overall student interest in the college's programs and services.
- **Danville Area Community College** hired a full-time Student Diversity Advocate to develop and implement programs and activities that support and enhance the representation and achievement of students from varying ethnic groups. The college also established an administrative and faculty Diversity Team to work with the Student Advocate to address concerns at the policy-making level.

- **Rend Lake College**'s Partnerships in Education (PIE) program continues to work with non-native English speaking students by expanding its English Literacy services and broadening its existing instruction. The PIE program developed a curriculum that incorporates American culture and customs, and English language "survival" skills which includes basic monetary transactions, grocery shopping, tax deductions from paychecks, colloquialisms, and pronunciations common to southern Illinois.
- **Lincoln Land Community College** increased it course and program offerings at its Western Regional Education Center in Beardstown, which serves a growing Hispanic population.
- **Spoon River College** has aligned its institutional priorities to specifically address the educational needs of its small international student population, including hiring an administrator to develop enhanced program opportunities for these students.
- **Lewis and Clark Community College** sponsored an Open Art Studio for adults with developmental disabilities. During the spring semester, 40 students were offered the opportunity to create their own artwork using their choice of materials.
- **Triton College**'s Nuevos Horizontes (New Horizons) Community Center in Melrose Park celebrated its 20th anniversary this year, as well as opening a brand new facility. The Center was originally developed to offer programs and services to a growing Hispanic population in the area and has since grown to serve all members of the community. New services offered at the Center include licensed infant/toddler care, learning resource computer lab, and a behavioral/medical health services office.
- **Richland Community College**, in addition to hiring new minority full- and part-time faculty, has been working directly with the Decatur Police Department to recruit minority students into the college's law enforcement programs.

Increased Completion of Programs of Study. Community colleges continue their efforts to increase the numbers of program completers in career and technical programs. While these continued efforts are, in part, supportive of the requirements set forth by the Workforce Investment Act and Perkins legislation, colleges play a vital role in providing training and instruction to current and future workers of their community's local labor force. In addition, the Illinois Articulation Initiative supports program completion for students in transfer programs and facilitates their continuation in baccalaureate programs. Related activities identified to increase the number of students who enroll and complete transfer and career programs at the colleges include flexible scheduling, increased student support services, alternative program formats, and peer-mentoring. Following are several specific examples of the approaches used to increase the numbers of students completing programs at the colleges:

- The **College of Lake County** plans to implement its Student Retention Plan, which focuses on assisting students most at risk for dropping out of college with achieving their educational goals. Retention strategies include strengthening the faculty's role, as well as providing tutoring, peer mentoring, workshops for faculty and students, and individual guidance.
- **Illinois Central College** developed and received ICCB approval to offer a FasTrack Business Management AAS degree program, which allows adult students to earn their two-year degree through intensified coursework part-time over a 30-month period. This effort was in response to interest by returning adult students who are limited in time by family

and/or job responsibilities and, often times, can not complete the standard format certificate or degree program.

- **Harry S Truman College** has established an intensive orientation and peer mentoring program that will support students achievement of academic goals, particularly program completion. Its program includes "intrusive advising", which involves assigning a credit faculty member to contact and advise each incoming student. In addition, the college hired a new Director of Tutoring to reorganize the peer tutoring program, which included revising the process for hiring of tutors and redesigning the formats and subjects offered to students.
- The **College of DuPage** partnered with the DuPage County Regional Office of Education to administer the GED testing program for DuPage County. Together they provide GED classes and testing services to county residents in a one-stop approach. Eight hundred individuals completed GED testing during the past fiscal year. Individuals that pass the exam are then eligible for educational programs and related services through the college.

State-Level Initiatives

Illinois Century Network. The Illinois Century Network (ICN) is a telecommunications backbone to provide high-speed access to data, video, and audio communications for schools, libraries, colleges, universities, museums, state agencies and other entities in a joint venture of the Illinois Board of Higher Education, the Illinois Community College Board, and the Illinois State Board of Education. The ICN currently connects more than 4,000 public elementary and secondary schools, 48 community colleges, and 12 public university campuses. There is additional capacity for 3,000 connections for private colleges and universities, private schools, government agencies, museums, and libraries.

Illinois Community Colleges Online. Illinois Community Colleges Online (ILCCO) is a consortia of Illinois community colleges sharing online courses and programs. When students sign up for courses at their local community college, they have access to online offerings at other community colleges throughout the state. Students will be able to complete courses, degrees and certificate programs completely online. ILCCO allows students to handle registration, financial aid and transcripts through their local college, regardless of where the course is offered. ILCCO piloted itself with 16 colleges during last fiscal year and is bringing on the remaining colleges this fiscal year. To date, 118 courses have been developed through ILCCO, with more in the planing stages. In addition, the ILCCO Learning Academy was launched this fiscal year to provide professional development opportunities for college faculty.

Illinois Video Education Network. The ICCB and the IBHE have worked as partners on the development of the Illinois Video Education Network. Interactive video sites around the state bring new learning opportunities to students, while reducing travel costs for them, as well as faculty and staff. Ten regional consortia across the state link sites at community colleges, public universities, independent higher education institutions, business extension sites, hospitals, high schools, and libraries. To date, 450 two-way interactive distance learning classrooms have been developed throughout the state.

Illinois Virtual Campus. The Illinois Virtual Campus is a service of Illinois' colleges and universities working together to provide access to distance courses through an online catalog. Illinois community colleges will provide many of the primary access points for this service, which makes available internet-based courses offered by institutions throughout the state from a single point of contact. The colleges will also provide student support services for individuals who use the Virtual Campus. This fiscal year, IVC began offering an online course to students and faculty interested in exploring the online learning environment.

East St. Louis Community College Center. Under the continued leadership of the Southern Illinois Collegiate Common Market, during fiscal year 2001, continued growth in enrollment and participation was achieved. Community college enrollment in courses and programs offered by Southwestern Illinois College, Shawnee Community College, and Kaskaskia College continued to increase due to expanded offerings and increased recruitment efforts. In addition, Southeastern Illinois College began to offer courses in 2001. Additional community college academic offerings are scheduled for the fall of 2001. Lake Land College continued in its role of administering programs at the Southwestern Illinois Correctional Center. Southern Illinois University-Edwardsville continued its charter high school operations in 2000-2001 at the center with over 100 students. In addition, East St. Louis School District #189 continued using vocational classroom and laboratory facilities at the Center. The ICCB, Southern Illinois University-Edwardsville, and the Illinois Department of Employment Security continued design work on the joint $27 million repair/renovation and new construction capital project. Early in fiscal year 2002, bids were received on the construction project. An official groundbreaking ceremony is scheduled for late September 2001.

System Funding Initiatives. The ICCB has made an effort to expand "block grants" to the system. These funds are distributed in various categories that support areas that are critical to accomplishing the community college mission. Block grants related to access and diversity in the system include:

- Special Population Grants support numerous efforts by the colleges to increase access and diversity. For fiscal year 2002, $13.3 million was allocated to support these programs.
- Advanced Technology Grants seek to help colleges in technological areas by defraying staff training and equipment costs. For fiscal year 2002, $14.1 million was allocated to the colleges in this area.

Goal 5- High Expectations and Quality

Illinois colleges and universities will hold students to even higher expectations for learning and will be accountable for the quality of academic programs and assessment of learning.

Being accountable for quality programs and effective teaching and learning leads to what Rend Lake College succinctly stated in its Results Report: "a quality institution attracts quality students." Results Reports from Illinois community colleges indicate that institutions are immersed in assessment activities with a common goal of identifying and promoting effective teaching strategies that contribute to measurable student learning gains. Research based on standardized tests, benchmarks, qualitative and quantitative reviews, and innovative classroom techniques help to continually improve the quality of community college education. As they attend to the needs of a diverse group of learners, the colleges provide considerable personal and financial support to accomplish this task.

Related Priorities. Two of the seven pledges in the Illinois Community College System's *Promise for Illinois* emphasize quality. The first is a pledge to "offer rigorous courses and programs designed for college and university transfer." All community colleges are participants in the Illinois Articulation Initiative (IAI), and Associate in Arts (AA) and Associate in Science (AS) degrees contain the IAI General Education Core Curriculum (GECC). This means that college and university courses that are IAI-approved are comparable in scope, quality, and academic rigor. Students can complete the GECC, transfer, and receive credit for having completed the lower-division general education course requirements of the receiving participating institution.

A second pledge in the *Promise for Illinois* states that the system of colleges will "emphasize high quality in all programs, services, and operations." Colleges utilize a process of program review to ensure quality. The annual *Accountability/Program Review Report* submitted by each college provides clear evidence that concepts of quality are infused throughout their strategic processes and resulting actions.

College Initiatives

Program Review. Each year, colleges submit program review reports that demonstrate accountability. The program reviews are the systems' longest-standing accountability effort. These reports attest to alignment of the mission, goals, and role of community colleges in providing quality programs. For example, **College of Lake County** reports that all program evaluations for program review include clearly defined learning outcomes and evidence that students have achieved those outcomes. Measures to assess learning include capstone courses, national certification exams, Work Keys, licensure exams, and Illinois Workplace Skills Assessment. The college plans to hold training for all division chairs and program coordinators to increase quality with program review.

To assess the quality of transfer and articulation, **Oakton Community College** collaborated with DePaul University on a transfer study to determine whether or not students were transferring successfully between their institutions. Quantitative data from both institutions' databases and qualitative information derived from focus groups were used. The project provided insight into ways to improve student transfer. **South Suburban College** reported that faculty-to-faculty articulation meetings are scheduled through SMHREC, a regional higher education consortium, to assure continuity exists between university courses and community college courses.

Assessment. Assessment is an institutional activity that impacts the entire institution — not only students, but faculty and administration. **Sauk Valley Community College** captured this succinctly by stating, "While the primary responsibility for classroom and discipline outcomes assessment rests with faculty, administrators' role in management and delivery of resources makes them central to effect responses to challenges identified through assessment activities."

Results Reports from community colleges indicate that institutions are immersed in assessment activities with a common goal of identifying and promoting effective teaching strategies that contribute to measurable student learning gains. Activities included establishing positions to work directly with assessment activities, increasing dollars budgeted for this activity, providing released time or mini-grants for faculty to engage in projects, providing staff development, empowering assessment committees or task forces, implementing certification exams as a measure of student learning, and expanding assessment services. Following are several specific examples of assessment activities currently underway at the colleges:

- **Southwestern Illinois College** described its assessment program as "collegewide." Numerous faculty were involved in professional development and existing practices were documented and published. An assessment committee was formed, and assessment planning was broadened to include program advisory committees. The entire assessment team participated in the American Association of Higher Education (AAHE) Assessment Conference for the second year.
- **Kennedy-King College** is conducting post assessment tests for students in their second semester of English composition. The tests were used to determine where greater emphasis was needed. As a result, a plan was developed to increase instruction to improve student writing and design a grammar assessment instrument.
- **Prairie State College** developed an interdisciplinary, team-taught capstone course designed to facilitate the assessment of students' achievement of general education goals.
- **Carl Sandburg College** changed its placement testing from voluntary to required. All new students are required to take the ASSET test, an exam to determine the skill level of the student in an effort to appropriately place them in the correct course level.
- **Sauk Valley Community College** assesses academic achievement in general education, developmental education, occupational and career education, corporate training, and its alternative delivery system.
- **Rend Lake College** hired a consultant from Illinois State University to directly connect the assessment of academic outcomes to the mission of the college. This way, the assessment process is conducted at both the institutional and course levels.
- **John Wood Community College** revised all syllabi with outcome-based learning objectives, reviewed and revised general education objectives for both transfer and

occupational degrees, and involved part-time and full-time faculty in staff development activities regarding assessment.

- **Waubonsee Community College** expanded assessment services and completed one full year as a Virtual University Extension (VUE) testing center. The purpose of VUE testing is to provide online certification testing for such companies as Microsoft, Novell, and Lucent. This past year added more than 75 new certification examinations to the list the college provides.
- Twelve faculty from **Black Hawk College** enrolled in advanced classroom research using Cross and Angelo Classroom Assessment Techniques.
- **Joliet Junior College** was accepted into the Academic Quality Improvement Project (AQIP) accreditation process offered by NCA (now the Higher Learning Commission). As part of its participation in AQIP, the **College of DuPage** is developing an action project that focuses on improving students' skills in reading, writing, and mathematics.
- **Illinois Central College** instituted new classroom assessments in various disciplines. Each academic department has a goal of devising at least two new assessments each year.
- **Lewis and Clark Community College** is developing skills verification matrices for those career programs for which Illinois occupational skills standards have been written.
- **Richard J. Daley College** is in the process of preparing an application for a level one Lincoln Foundation Award. The intent is to proceed through units of the college starting with adult education. The Lincoln Foundation is Illinois' version of the nationwide renowned continuous improvement process that grew from the Baldridge National Quality Program.

Leadership and Core Values. The Leadership and Core Values initiative was approved by the ICCB in 1997. It has three main objectives: 1) to define and describe core values that are held in high esteem among Illinois' populations; 2) to explore and implement strategies that enable Illinois community colleges to create a culture and climate characterized by agreed-upon values; and 3) to develop strategies for infusing these values into the curriculum and operations, into the teaching, and into leadership at Illinois community colleges. Nearly 300 representatives from community colleges throughout Illinois participated in the 2001 Leadership and Core Values Institute: *Best Practices Among Community Colleges* held on January 31 and February 1, 2001. Following are several specific examples of college-level leadership and core values initiatives:

- The **College of Lake County** and the county's Regional Office of Education offered a Character Matters Forum that resulted in new community-based character development initiatives in schools, businesses, municipalities, and agencies.
- **Lake Land College** is developing an across-the-curriculum approach to incorporating core values within campus curricular offerings, developing core values modules/curricula, and infusing core values concepts throughout student groups. Staff, including 60 employees from the college's Department of Corrections programs, attended ethical fitness training.
- **Shawnee Community College** provided workshops and other education experiences to faculty for the purpose of integrating ethics into their courses.
- **Malcolm X College** incorporated a service learning component into classroom instruction in nursing, respiratory therapy, and counseling programs to enhance the civic responsibilities and professional ethics of the students.

- **Illinois Central College** integrated modules of core values into new employee orientations. Additionally, workshops have been held to assist faculty in incorporating values into their teaching.

Ensuring Student Success. The open-door policy of community colleges attracts a diverse group of students which, in turn, results in the need for diverse and innovative programs to help students succeed. In their reports, colleges listed expanding programs to provide students with the necessary skills to succeed academically as well as occupationally, providing special services, and increasing funding for innovative initiatives. Offices of institutional research assist by collecting data to assess retention, graduation, and transfer rates. The information gathered is used by departments to craft teaching methods, follow-up processes, policies, intervention strategies, etc. Following are several specific examples of initiatives colleges are using to improve student success:

- At **Joliet Junior College**, the impetus of institutional planning has changed to incorporate the criteria of "helping students learn" as the core of the entire process. The college held retention workshops and the Retention Committee conducted an institutional-wide retention survey to uncover what programs and services students rely on to remain in school. Overwhelmingly, students reported that faculty play a vital role in their academic endeavors. This includes faculty contact outside the classroom, convenience of faculty offices, and friendliness of the faculty. These were the three most cited factors in the successful achievement of educational goals.
- **Southwestern Illinois College** has a program called "Mission Success!" that was provided to over 3,000 entering students. The program included and orientation, welcome services, and an assessment process. The college reports that this new system of assessment, transition information, and individual counseling promotes accurate course placement and successful transition to students. The $40,000 that was appropriated for this initiative in fiscal year 2001 will be doubled for fiscal year 2002.
- At **Parkland College**, communications, problem-solving and critical thinking/decision making, interpersonal/conflict resolution, and fundamental work ethics skills are being taught in all programs to facilitate students' acquisition of these skills before they get in the job market. In addition, expectations for student performance and behavior are discussed with students in all classes.
- In the area of remedial/developmental education, **Harold Washington College** is developing benchmarks for student academic achievement to ensure that there are clear exit criteria for the bridge between pre-credit and college credit programs.
- In spring 2002, **Waubonsee Community College** will pilot a new option for the delivery of developmental math courses. The college will use Prentice-Hall's Interactive Math computer-assisted instruction program to provide an option for students to work at their own pace to complete the sequence of developmental math courses.
- **Kankakee Community College** set a minimum reading standard for selected college-level classes and as an admissions requirement in several health career areas. The administration will evaluate the impact the reading standards have on student performance, enrollment trends, and student matriculation.
- **South Suburban College** tracks the academic success of online students and compares it with the academic success of students in traditional classes. The college has an online

tutoring service, "Classmate," which was developed and piloted with **Parkland College** in 2000-01.

State Level Initiatives

Accountability/Program Review Reports. In 1983, the ICCB established minimum standards for a systematic and collegewide program review process that was a major step forward in promoting program accountability. The process ensured that all community college instructional programs and student and academic support services are evaluated according to three criteria: need, cost, and quality. In 1989, the ICCB adopted cost-effectiveness and accountability as one of its major initiatives. Each year , community colleges submit an annual *Accountability/Program Review Report* to the ICCB. Program review summaries and other accountability information for fiscal year 2001 are being analyzed by ICCB staff, and results will be presented to the Board in October 2001.

Program Approval. Requests for new programs are reviewed by ICCB staff, as well as staff of the IBHE, and subject area specialists from the Illinois State Board of Education as appropriate. Recommendations for Board approval are based on an analysis of the program's quality, cost-effectiveness, and need and, in the case of transferable programs, alignment with IAI recommendations for related majors. Staff review proposals for evidence that the curriculum will meet the needs of students, the benefits for the college and the students will outweigh the costs, and the local community or surrounding districts can support graduates of the program with related employment or that students can transfer coursework without losing credits. This year, the ICCB implemented a new approval process for certificates of less than 30 semester credit hours that allows colleges to more quickly meet the demands from local businesses for high-quality training of potential employees.

Occupational Skills Standards. ICCB staff continue to support the efforts of the Illinois Occupational Skill Standards and Credentialing Council in several ways. These include providing the Council and Industry-based Subcouncils with input related to the needs of the colleges, by disseminating information on existing and newly endorsed occupational skill standards products throughout the system, and by requiring the colleges to use occupational skills standards in program development and revision.

Leadership and Core Values Initiative. Over the past four years, community colleges in Illinois have engaged in activities that exposed students, trustees, faculty, and staff to topics on shared values and ethical decision-making practices. The Leadership and Core Values Initiative (LCV), as it is called, was created through a resolution by the ICCB in 1997. The Board's resolution encouraged colleges to engage in discussion about values and ethics, to embrace ethics standards and practices, and to explore and develop methods for including the study of ethical practices into the curriculum. To assist college constituents in strengthening a campus climate steeped in a set of values, annual Leadership and Core Values Institutes, professional development seminars coordinated by the Center for Applied Ethics, and grants for campus-based programs are made available. Through the end of fiscal year 2001, community colleges have received LCV funds totaling more than $600,000.

Phi Theta Kappa. In 1997, the ICCB established the All-Illinois Academic Team to provide statewide recognition to outstanding Illinois community college students. Phi Theta Kappa is the international honor society of two-year colleges. Three annual recognition ceremonies for the All-Illinois Academic Team have been held at the rotunda of the Illinois State Capitol, where state senators and representatives and others honor the team members.

Educational Guarantees. Nearly all Illinois community colleges offer their students educational guarantees. Baccalaureate/transfer guarantees ensure that community college transfer students can transfer all of their courses to their chosen four-year college or university. If courses selected with the assistance of the community college do not transfer, the community college will refund the tuition. The subsequent adoption of the statewide general education common core and major panel recommendations through the Illinois Articulation Initiative have greatly facilitated the implementation of transfer guarantees. Occupational program guarantees ensure that graduates of community colleges' career and technical programs have the skills needed in today's labor market. Graduates may re-enroll in appropriate courses at no charge if they did not obtain the skills the program is designed to teach.

Occupational Follow-Up Study. As a part of the Illinois Community College System's ongoing accountability and program improvement initiatives, the colleges annually conduct a survey of occupational program graduates. The annual ICCB *Occupational Follow-Up Study Report* provides statewide information from graduates of selected occupational programs regarding the effectiveness of their community college experiences. Data for the report are obtained from responses to a standardized survey. The survey instrument addresses attendance objective, education status, employment status, salary, employment start-up, geographic location of employment, and satisfaction with employment and components of the educational program completed. Such information has implications for colleges as they develop new program proposals and perform program review in order to ensure that they stay in step with the changing job market, thus providing for satisfactory employment and compensation for their graduates. Results from the follow-up survey are an integral part of the state measures used in the Performance-Based Incentive System and are used in program review.

Goal 6 - Productivity and Accountability

Illinois colleges and universities will continually improve productivity, cost-effectiveness, and accountability.

Community colleges are supported by a combination of public funds (local, state, and federal), student tuition and fees, and private funds and are, therefore, accountable to many audiences. Each college has developed a system of measuring and reporting institutional productivity and cost-effectiveness to its elected board of trustees and to the residents of the district. At the state level, there are a number of initiatives and data collection systems that document the colleges' productivity and cost-effectiveness, both individually and collectively. Examples include annual enrollment/completion reports, transfer follow-up reports, follow-up surveys of occupational program graduates , the unit cost study, and program review. At the federal level, performance measures have been established as part of the requirements for institutions that receive funds as training providers under the Workforce Investment Act, as providers of adult education, and as providers of vocational education. The colleges are accountable to many external entities for the quality and productivity of the programs they offer as well. All of the colleges are accredited by the North Central Association. Many programs offered by the colleges require accreditation or approval by professional associations or regulating bodies. In cases where program accreditation is voluntary, colleges usually seek the accreditation to validate program quality and to provide their graduates with every possible advantage in the job market. Through these and other processes, the colleges are able to demonstrate accountability for the resources they receive. In addition, the information that is collected and reported is used at the local and state level to promote continuous improvement of the programs and services the colleges provide. Examples are described throughout this report.

College Initiatives

Strategic Planning and Assessment. Recent *Accountability/Program Review Reports* affirm that the colleges are using strategic planning initiatives to set institutional priorities and are taking a holistic approach to examining the effectiveness of the institution, rather than viewing each component in isolation. As colleges implement their strategic plans, they are developing long-range plans to guide the improvement of functional areas of the institutions (i.e., technology replacement/upgrades, facilities needs), as well as assessment systems to gauge the effectiveness of the institutions and the programs and services they provide. Following are several specific examples of strategic planning initiatives and assessment processes at the colleges:

- **Rend Lake College** initiated a collegewide assessment system to measure instructional productivity and cost-effectiveness. Six data components for each program are examined for a five-year period and ratios are generated that provide "flash indicators" to determine if a program is achieving minimum standards. For programs that do not meet acceptable levels of performance, needed improvements are identified along with the resources needed to accomplish them. This information is used to determine the continuing status of the program. Through this analysis, two programs have been eliminated.

- **South Suburban College** convened a committee to review the entire college budget and gave it the authority to make revisions. The committee's work resulted in a 5 percent reduction to operating expenditures included in the fiscal year 2002 budget.
- **Waubonsee Community College** uses a comprehensive array of processes to ensure quality and accountability, including a system of Institutional Effectiveness Measures; an annual Desk Audit in conjunction with program review; and a financial management system that requires accountability at every level of college operation. In addition, the college has developed a quick response model for the identification, creation, marketing, and delivery of new courses and programs.
- **Lake Land College** will include funding for outcomes assessment in the fiscal year 2003 budget and will provide release time for faculty members to move the college's assessment plan forward.
- **Parkland College**, **Joliet Junior College**, and **Danville Area Community College** all conducted marketing analyses that supported the development of institutional marketing plans.
- The colleges in the **Illinois Eastern Community Colleges** district annually prepare a long-range plan, an assessment plan, and an annual report card to assess the district's productivity, cost-effectiveness, and accountability.
- **Rock Valley College** will create an academic scorecard to measure institutional effectiveness, as well as a schedule of reports to monitor performance indicators.
- **Lincoln Land Community College** collected and analyzed over 2,000 surveys of institutional mission and used the results in the development of a planning document and a Mission Statement.

Restructuring to Streamline and/or Achieve Economies. During fiscal year 2001, colleges continued to utilize strategic elimination, consolidation, and restructuring of positions, units, and functions to reduce identified inefficiencies and distribute resources to areas of highest priority. Following are several specific examples of how colleges are restructuring to improve institutional effectiveness:

- **John Wood Community College** combined the position of director of adult education with the director of literacy programs to create functional efficiencies. In addition, a decision made by Instructional Services in fiscal year 2001 to downgrade a position in Instructional Technology and Telecommunications from director to coordinator and to refrain from filling another director's position will result in a substantial savings in future budget years.
- **Kishwaukee College** realigned the administrative structure of the college, which resulted in the reclassification of the Deans of Student Services and Business to Vice Presidents. The increased workload for those two positions is expected to increase institutional efficiency. The Marketing Department was also restructured to allow the Director's position to move from three-quarter to full-time.
- **Lake Land College** will use retirements in the Information Systems and Services area as an opportunity to add network administration staff and achieve a staffing pattern that reflects the full scope of responsibilities and duties of the unit.
- **Highland Community College** changed the reporting structure of Academic Advising and the Career Center to emphasize that these are the first steps in an academic decision. The change has resulted in increased student contact and decreased student complaints.

- **Kennedy-King College** will consolidate student services almost completely to the main campus and will reduce permanent staff in these areas at the Dawson Technical Institute to an absolute minimum.
- **Wilbur Wright College** closed its South Campus and consolidated operations to the North Campus. The college believes that this will create synergies between the credit and continuing education divisions that did not exist before.
- **Richard J. Daley College** reallocated faculty positions from English, Humanities, and Social Sciences to increase from three to six the number of full-time faculty in Computer Information Science.

Technology to Increase Productivity and/or Accountability. As Oakton Community College observed in its report, "Investments in technology have been and will continue to be substantial and essential." The same is true for all of the colleges. At the same time, the continued and expanded use of technology is vital to increased productivity, efficiency, and accountability. Colleges most often reported increased use of technology in course scheduling, registration, and delivery, including upgrading and streamlining administrative systems. Following are several specific examples of how technology is being used to provide enhanced information and services to students:

- **Lake Land College** implemented the Degree Audit Reporting System (DARS) to support the effectiveness of the advising and credit evaluation process. The system provides up-to-date reports for students and advisors regarding degree requirements still to be completed, as well as articulation information for a wide array of colleges and universities. **Oakton Community College** will install and implement DARS as well by the end of calendar 2001.
- **William Rainey Harper College** also provides course articulation information to transfer students via the web. The site is consistently one of the top ten downloaded items from the college's website. After a marketing effort directed toward students, the number of pages downloaded increased over 110 percent. Providing the information via the web allows students to access the information when campus offices are closed. This appears to be a valuable service to students, since 45 percent of all hits to the item occur during nonbusiness hours.
- **Moraine Valley Community College** implemented an online orientation program for new students that allows access to basic educational information anytime, anyplace.

Curriculum Revisions, Consolidations, and Eliminations. Community colleges strive to maintain program offerings that are relevant to the needs of students and employers, as well as affordable. The colleges use regular program review to identify programs that require significant changes to remain relevant or are no longer viable due to low productivity, lack of cost-effectiveness, etc. The result is that a large number of programs are revised, consolidated, or eliminated each year. The annual program review for fiscal year 2000 included 461 occupational, 233 academic, and 29 adult and developmental programs. As a result of the fiscal year 2000 review, 81 programs were significantly modified, discontinued, or scheduled for further review. Likewise, the colleges are constantly attuned to the needs of the citizens they serve for new programs to address emerging employment needs in the district and/or emerging occupations. During fiscal year 2001, colleges created more than 230 new occupational programs through the

modification of existing curricula, primarily certificates in the areas of computer and information technology and manufacturing and industrial technology, and developed a number of new curricula, most often in the areas of computer and information technology and allied health. The College of DuPage also developed a new transfer degrees, the Associate in Fine Arts.

Increased Productivity through Maximizing Resources. Colleges reported that they attempt to increase productivity and cost-effectiveness by maximizing resources in a number of ways. The colleges routinely make use of partnerships with other colleges and universities to maximize the instructional resources available to their students. For example, cooperative agreements between and among colleges broaden the programs available to students, while keeping costs affordable. Several colleges partner with four-year colleges and universities to provide baccalaureate completion opportunities for their students, sometimes at the community college campus. Colleges are also active participants in the state's ten Regional Consortia, the Illinois Prairie Internet Consortium, and the Illinois Community Colleges Online, all of which utilize distance learning technologies such as interactive video or online instruction, to increase the number of courses and programs that are available to students while maintaining reasonable instructional costs. Another outstanding example of partnership is the Southern Illinois Common Collegiate Market which was created to enable five colleges from the southern region of the state to join together to develop and provide programs that they would not have the resources to provide individually. Finally, partnerships with business and industry often result in contributions of equipment, expertise for curriculum development and/or teaching, and sites for work-based learning.

This year, Results Reports from ten community colleges reflected an emphasis on securing external funds through grants, donations from business partners, and expanded fund raising. Several specific examples follow:

- **Parkland College** Foundation launched its first-ever Major Gifts Campaign in fall 2000. Funds raised will be used for scholarships, workforce development needs, a student services center, and other long-term projects to supplement and address college needs.
- In partnership with its foundation, **McHenry County College** initiated a fundraising campaign that will provide an infusion of private dollars to strengthen the college's capability in four areas: 1) respond to rapid changes in technology, 2) raise significantly the number of local residents who begin and complete college, 3) enhance the climate for the visual arts in the college and the community, and 4) provide enrichment programs for full-time and adjunct faculty.
- **Harold Washington College** plans to actively pursue grant money and increase efforts to develop an alumni association that can provide both monetary and mentoring contributions.

Colleges also reported unique approaches to maximizing resources as appropriate to their own circumstances and priorities. Several specific examples follow:

- **Elgin Community College** used college staff instead of an outside consultant to develop a Network Infrastructure Plan. The college estimates that over $50,000 was saved and there was considerable growth in staff's technical knowledge.

- **Illinois Central College** implemented a Wellness Program for employees, which is estimated to save the college $100,000 in health plan expenditures.
- **Lewis and Clark Community College** has agreements to share facilities with the North Greene and Edwardsville School Districts, Alton Memorial Hospital, and QEM Fire Department. Sharing facilities saves money for the college and its partners, as well as building relationships that may lead to future joint endeavors.

State-Level Initiatives

Recognition. The ICCB reviews the recognition status of colleges on a five-year cycle. A streamlined revised recognition process has been implemented to take advantage of the substantial amounts of information the colleges provide to the ICCB on a routine basis and rely less on information gathered through on-site visits to college campuses. ICCB staff make financial audit visits to each college and the results of the audit are included in the material reviewed for recognition. Evaluations have been broadened to include quality indicators in addition to compliance standards. During fiscal year 2001, the recognition status of the following colleges was reviewed: Black Hawk College, Danville Area Community College, College of DuPage, Prairie State College, Rock Valley College, Trition College, and Waubonsee Community College. Staff recommendations regarding the recognition of these colleges will be presented to the ICCB in fall 2001.

Strategic Plan Implementation. During fiscal year 2001, the *Promise for Illinois* was implemented. The *Promise* is a forward-looking strategic plan that will provide a focus for the Illinois Community College System for the first decade of the new millennium.

ICCB Databases and Related Reports. The ICCB has developed a comprehensive Management Information System and maintains large administrative databases containing detailed information about students, faculty and staff, curricula, courses, facilities, fiscal matters, etc. ICCB staff use this information to produce regular reports on enrollments and completions, student transfer, faculty and staff salaries, unit cost for instructional delivery, and others that provide statewide accountability, as well as valuable information for the colleges to use. The databases are also instrumental in meeting state and national reporting and outcomes assessment requirements.

Performance-Based Incentive System. The Performance Based Incentive System (PBIS) is dedicated to fostering and evaluating a variety of educational improvement initiatives among Illinois community colleges. Fiscal year 2001 was the third year for PBIS, which incorporates both statewide measures and a district-specific component. Statewide measures account for 60 percent of PBIS dollars that are available to the colleges and include Student Satisfaction, Student Educational Advancement, Student Success in Employment/Continued Pursuit of Education, Student Transfer to Four-Year Institutions, Population Served, and Academically Disadvantaged Student Success. The district-specific component accounts for a maximum of 40 percent of the PBIS dollars a college may receive and recognizes district autonomy, mission differentiation, and the need to address individual community needs. Colleges concentrate their efforts in one of the following areas: Workforce Development, Technology, or Responsiveness to Local Needs. For fiscal year 2002, $2 million was appropriated to PBIS.

System Funding Initiatives. The ICCB has made an effort to expand "block grants' to the system as part of an ongoing initiative to decouple at least a portion of state funding from credit enrollments. These funds are distributed in various categories that support areas that are critical to accomplishing the community college mission. A number of restricted grants have been described in previous sections of this report. Another grant that supports productivity within the system is as follows:

- Deferred Maintenance Grants provide funding to help defray a backlog of maintenance projects that could not be funded through the college's regular operation and maintenance budgets. For fiscal year 2002, a total of $3.5 million was appropriated to support these grants.

SUMMARY AND CONCLUSION

Illinois' 39 community college districts and one multi-community college center play a vital role in the state's educational and workforce preparation system by providing access to nearly one million students each year. Individually, the colleges provide programs and services tailored to meet the needs of their individual districts. Collectively, the colleges provide affordable access to a diverse student population through transfer and occupational programs, adult education and literacy programs, customized workforce training, and other programs and services that enrich the lives of Illinois' citizens. The Results Reports for fiscal year 2001 provide continuing evidence of the individual and collective accountability the colleges and the Illinois Community College Board demonstrate through their use of both human and fiscal resources to provide programs and services that support the statewide goals for higher education in a manner consistent with the vision of the *Promise for Illinois*. As the Illinois Community College System continues to work toward fulfilling the *Promise*, the colleges will continue to measure and report their progress in continuously improving programs, services, and outcomes to enhance Illinois' system of higher education.

Appendix

BEST PRACTICES: ACADEMIC AND ADMINISTRATIVE

2001 Results Report
Black Hawk College

The Illinois Commitment Best Practice

Academic Best Practice:
Black Hawk College has made a commitment to developing partnership relationship with secondary schools. In particular, the College initiated the Curriculum Articulation Project in Fall 2000. The goal of the *Curriculum Articulation Project* is to move toward a well articulated system of education in which students make seamless transitions between secondary and postsecondary education, a system in which students do not experience gaps or unnecessary overlaps in their learning. The primary objectives of the project is to facilitate comparison of secondary curricula and content in postsecondary level courses at Black Hawk College and to market the alternative method of gaining college credit to students and parents.

Participating students can complete their college program early by receiving credit for high school vocational classes. Students must apply for articulated credit within 18 months of high school graduation and must complete a minimum for six semester hours within the post-secondary program prior to being awarded articulated credit. Qualifying students save money on tuition, books, and lab fees based on their specific high school coursework and college career and technical program. Students gain knowledge and experience in quality training programs designed to connect them with employers in their career field.

Benefits for Students

1. saves money on tuition, books, and lab fees;
2. completes college program early;
3. reduces duplication of instruction;
4. improves job readiness skills; and
5. improves job placement potential.

Benefits for the Parent

1. saves money on tuition, fees, and books;
2. saves time for the student; and
3. better prepares student to enter the workforce.

Benefits for the Educational Institutions

1. reduces duplication of instruction;
2. expands program content;
3. facilitates communication between the high school and the college instructors and administrators;
4. enhances public relations;

5. increases the usage of selected college faculty;
6. increases enrollment in articulated courses at the high school;
7. increases enrollment in articulated courses at the college;
8. assists with recruitment at all levels of education;
9. promotes a more unified educational system; and
10. increases revenues for educational institutions.

As a result of this project, the College worked with eighteen secondary schools in the Quad City Tri County VoTech Regional Area Career Center regions. The subject areas reviewed in the past year included business technology (e.g., keyboarding, introduction to computer's, word processing, office accounting, and desktop publishing); production technology, e.g., manufacturing technology, welding, machine trades, and drafting; health technology, e.g., anatomy, extended campus health and occupations (ECHO). Working collaboratively with Tri County Vo/Tech administration, the College has produced a Curriculum Articulation Manual that clearly identifies the necessary steps for successful articulation and ensures that process will be effectively maintained to yield the benefits to students, parents, and the community.

Administrative Best Practice:

Black Hawk College attempts to work with local businesses in many ways to attempt to expand our service capability while maintaining or, in some cases reducing, the overall cost to the College. The basic premise is to leverage existing College capabilities with a partner who may need use of our capabilities during off hours or during non-peak periods. The money we receive for providing these services allows the College to purchase a higher level of equipment than could otherwise be justified. This then allows better service to our internal constituents (students, faculty, staff). These collaborative relationships have generated several win/win/win results – good for the College, good for our business partner, and good for our constituents.

A specific example of this involves our print shop. The College was able to purchase a Docutech 6135 – a high speed copy/printing production machine in cooperation with a local business. The College has priority use of this machine for its peak periods. In exchange for the use of our Docutech, the College provides paper, supplies, and any other material necessary and, for that the partner pays the College a per click charge with a markup of 5%. In addition, the College receives any discounts. The machine is used by the company in the night when we aren't using it. This is a situation that, as stated previously, works for all parties involved.

This type of partnership has also worked for various other copiers, cutters, security services, mail services, courier, etc. It is another way that the College has incorporated itself into the activities of the District.

Malcolm X (City Colleges of Chicago)

Best Practice - Academic

Malcolm X College received a grant from the American Association of Community Colleges Broadening Horizons through Service Learning Program this year. This grant is to assist Malcolm X College in incorporating the Service Learning component into the classroom instruction in order to prepare our students with citizenship responsibilities as well as knowledge and skills to serve the communities and the society.

The project sets two primary goals:
Goal 1: Promote faculty development in curriculum-based service learning.
Goal 2: Institutionalize a service learning program across the curriculum.

The focus of this year, Year One of the three-year project, is to implement Goal 1. For this purpose, the following objectives are set:

Institutional Objective: Faculty will develop an integrated Service Learning course in each of the following disciplines: health science, political science, sociology, and counseling.

Student Objective: At least 20 students in at least two different disciplines will conduct Service Learning projects during the academic year.

Community Objective: At least five Service Learning sites will be secured to meet the service learning needs of students.

Under the leadership of Dr. Valerie Perkins, Vice President of Academic Affairs, and directorship of Cecile Regner, Dean of Arts and Science, Malcolm X College carried out the following activities to fulfill the goal and objectives primarily set for this year.

Seven faculty members developed the Service Learning component in their curriculum and set the service learning project requirements in three courses: Nursing 101, Respiratory 114, and College Survival 101. Students in Nursing 101 provided services in general health care at a women shelter in Chicago and a local health science fair. Students in Respiratory 114 offered the Winter Children Asthma Care Awareness Day to the community residents. Students in College Survival 101 participated in the Land of Lincoln AmeriCorps program to provide literacy tutoring to area elementary schools.

A total of 30 Malcolm X College students participated in the projects and approximately 100 children and adults were directly served. Ninety-four (94) percent of the students who participated in the projects agreed or strongly agreed that the Service Learning experiences help them understand the subject matter according to the student end-of-course evaluation results.

Up to now, the college has six community service learning sites and one in-house site. They are Bethel New Life, Latino Youth, Inc., Dr. Pedro Albizu Campos Puerto Rican High School, Aspira, Inc., Julia Howe Elementary School, Washington Irving Elementary School, and Malcolm X College Child Development Center.

Recently, Malcolm X College received an ICCB Leadership and Core Value grant, which will assist the college to develop student leadership through Service Learning in FY 2002.

Malcolm X (City Colleges of Chicago)

Best Practice – Administrative

The 13th annual summer institute of the Consortium for Community College Development held on June 24-26, 2000 at Annapolis, Maryland showcased Malcolm X College as an exemplary institution which has brought about a transformation that is substantive and verified.

Malcolm X College used to have a negative public image:

- campus unsafe
- low quality
- problems with accreditation
- a dumping ground for troubled faculty and staff

As a result, the college experienced a low enrollment in the credit programs ranging from 2,102 in FY1988 to 2,781 in FY1990.

When Zerrie D. Campbell assumed the Presidency in 1992, she faced tremendous challenges to turn the situation over. With vision and mission, she set 14 strategic directions for transformation:

- Expanding academic programs and services
- Establishing a culture for superior customer service
- Strengthening the management of the institution
- Empowering all staff to be effective and productive
- Establishing institutional traditions and rituals
- Embracing diversity through the celebration of cultural events
- Creating a stable environment to nurture trust
- Committing time and energy to the pursuit of supplemental resources
- Establishing profitable relations
- Adopting area high schools
- Becoming visible in the community
- Treating our students like precious jewels
- Re-engineering personnel
- Promoting and involving distinguished alumni

After so many years of trials, Malcolm X College today positions itself as a national model for success, which is manifested as following:

- Achieved the Illinois Community College Board (ICCB) Award for Excellence in Institutional Effectiveness and Strategic Planning in 1994
- Achieved the ICCB Award for Excellence in Teaching and Learning in 1995
- Achieved the ICCB Award for Excellence in Workforce Development in 1997
- Achieved the first maximum 10-years re-accreditation status in the history of Malcolm X College from the North Central Association in 1997
- Received the National Exemplary Program Honorable Mention Award for Career Development and Cooperative Education Program from U.S. Department of Education and Center for Research in Vocational Education in 1997
- Received the nation's highest award, Silvio O. Conte Award of Excellence for the National Youth Sports Program, from National Collegiate Athletic Association (NCAA) in 1998
- Won the Honorable Mention for Service Learning from the National Council of Instructional Administrators in 2000
- Twenty-one faculty, staff, and administrators won Kathy Osterman Awards recognizing superior public service from the City of Chicago from 1991 through 2001.
- Achieved an average enrollment of 4,381 in the credit programs over nine years from FY1993 to FY2001 ranging from 3,856 to 4,887.

Olive-Harvey (City Colleges of Chicago)

Description of an academic "best practice" at Olive•Harvey College

Olive•Harvey College's choice for an academic "best practice" is the achievement of major technological upgrades in Fiscal Year 2001. This accomplishment clearly supports **Goal 2: Higher education will join elementary and secondary education to improve teaching and learning at all levels.** An "action" listed in *The Illinois Commitment* specifically calls for this response:

> *Increase student and teacher access to learning resources through high quality, high speed Internet connections and other technologies* (p. 5).

Prior to Fiscal Year 2001, Olive•Harvey's college-wide network infrastructure consisted of a Virtual LAN (VLAN) that provided for 1,100 additional Ethernet network ports. These ports provided connectivity for every classroom, science laboratory, faculty and staff office, staff work area, and computer laboratory. The Bay Network smart hubs and Cisco 3000 intelligent switches were installed in 15 wiring closets appropriately placed throughout the campus. Each building of the College was designed for Fast Ethernet services, which can support multimedia applications. The LAN designs within each building provided for segmentation via the switched Ethernet configuration and the use of VLAN technology. The cabling between floors and for long runs is fiber optic cable. The connectivity between the workstations and the hubs in the wiring closets was 10Base-T and 100Base-T switched technologies. The connectivity between the wiring closets, floors and the centralized Data Center is Fast Ethernet 100Base-F fiber optic cable. The Data Center anchors the wiring configuration to a Cisco 5000 intelligent router. The segmented VLAN supports ease of access, as well as decreased access times to download mission-critical files. The Cisco 5000 router supports the servers and connects all of the Cisco 3000 switches on every floor of every building. This linking increases the segmentation, adds additional monitoring capabilities, and reduces access times. The Cisco 5000 router is linked to a Cisco 5500 intelligent WAN router which uses a DS-3 line to provide high-speed Internet and e-mail access.

In Fiscal Year 2001, a plan was undertaken to enhance the network infrastructure of the academic and administrative technological environments at Olive•Harvey College. This enhanced network infrastructure:

- Increased the number of network ports by 10 percent to provide access for additional users.
- Replaced 83 hubs with Cisco 3500 Fast Ethernet 100Base-T switches, providing increased connectivity to the academic and administrative college-wide computing resources and increasing throughput for multimedia.
- Replaced Cisco 5000 routers with two enterprise Cisco 6500 enterprise routers, decreasing access times and increasing data throughput.
- Increased access to District-wide computing resources and provided for a common computing environment.

Olive-Harvey - Page 2

- Replaced the Internet Cisco 5500 router with a Cisco 7500 router, enhancing connectivity to the global resources of the Internet and providing for future network expansion.

The changes in the network infrastructure improved the technological functionality of the College and provided the flexibility for this ever-growing network while remaining transparent to users.

Olive-Harvey (City Colleges of Chicago)

Description of an administrative "best practice" at Olive•Harvey College

Olive•Harvey College's choice for an administrative "best practice" is the completion in Fiscal Year 2001 of a planning document entitled *Guidelines for Scheduling Courses*. This accomplishment furthers both **Goal 2** and **Goal 6** of *The Illinois Commitment*: **Illinois will increase the number and diversity of citizens completing training and education programs**, and **Illinois colleges and universities will continually improve productivity, cost-effectiveness, and accountability.**

Guidelines for Scheduling Courses simplifies and de-politicizes the process of constructing each academic term's course schedule. It also puts students' needs first. Prior to this document's writing and distribution, faculty members and department chairs often disagreed with administrators on what courses to schedule. The priorities of each group frequently conflicted; certain faculty members might prefer to teach specialized courses, for example, while administrators requested high-enrollment survey offerings. The resultant back-and-forth negotiating was not only inefficient; it cost valuable time and delayed the publication of final schedules.

Although administrators could have reacted to this problem by unilaterally producing schedules without input from departments, that response was deemed counterproductive. Instead, a committee was formed, including faculty, staff, and administrative representatives, to discuss and ultimately produce a written guide for the scheduling process.

Guidelines for Scheduling Courses categorizes all courses in the curriculum into one of five priority classifications. These priority classifications are specifically tied to the overall goal of moving students from matriculation to degree completion in the most efficient manner possible. Courses that fulfill requirements in the Illinois Articulation Initiative General Education Core are 1st Priority, for example, while courses that are "pure" electives only are 5th (last) Priority. Courses are scheduled based on these priorities, which are clearly understood by all parties. Most importantly, students are assured of the timely scheduling of courses they need for graduation.

Kennedy-King (City Colleges of Chicago)

Best Practice Example-Academic Program

This year's Best Practice example is selected because it serves as good example of how an academic program can address several of the six goals of the *Illinois Commitment,* and simultaneously serve as an exemplary activity that helps achieve the College's mission and strategic goals in the areas of career education and community service.

The Automotive Technology Program entered into a partnership with Ford Motor Company, the New Cities Ministers Group and Cook County Juvenile Court, to house and provide second chance training for high-risk youth and young adults through automotive technology training. New Cities Ministers Group is represented operationally by Chicagoland Youth and Adult Training Centers (CYATC). The Chicagoland Youth and Adult Training Centers, a community based organization, provides high risk young people an opportunity to turn their lives around though automotive education through this collaboration. This customized training program allows Ford Motor Company and its area dealerships to be directly involved preparation of entry-level automotive maintenance technicians, specifically trained to service Ford built automobiles and light trucks.

This program helps Illinois business and industry sustain strong economic growth in several ways:

- It provides a core of entry-level automotive maintenance technicians. Automotive service facilities are suffering from a shortage of trained automotive technicians.
- By re-directing the lives of these young people, they become educated, skilled tax-payers and not tax burdens on industry or individuals.
- The automotive industries located in Illinois are more likely to remain strong and remain in Illinois because higher education provides them with employees who are qualified for their industry.
- It provides a model for addressing a human resources problem that pervades the automotive industry.

The program also expands access to post-secondary education and training. Students with minor juvenile offenses are referred to the program. These predominantly minority students are saved from a possible life of continued involvement in the criminal justice system as a burden on corporate and individual taxpayers and likely exclusion from higher education and training.

The program is ideally cost effective. The cost of the program is shared by the partners, all who happen to be stakeholders in the success of the target population. The quality of services are enhanced because each partner is responsible for delivering those services consistent with its area(s) of expertise.

The nature of the partnership enables provision of comprehensive services that significantly increases the significantly at risk student's chances for success. CYATC provides stipends for school related expenses such as transportation, lunch, supplemental

textbooks and tuition. Ford Motor provides capitol training equipment, vehicles, automotive training materials and equipment. Cook County Juvenile Court provides life skills training which includes soft skills development. Chicago area Ford and Lincoln Mercury dealers have committed to hiring students who succeed at meeting all academic and job readiness requirements of the program.

CYATC will conduct follow-up activities after students are placed. These activities will include job maintenance assistance, employer satisfaction studies, feedback to the College on the effectiveness of the program, and suggestions for program modification. The first cohort of 41 students began the program during Fall 2000. Students begin receiving pre-admission counseling for the associate degree program while completing this Ford certificated program. Successful completers are guaranteed the opportunity to pursue the associate degree in automotive technology at Kennedy-King College.

The Automotive Technology Program has also entered into an Internship agreement with Bridgestone/Firestone Tire & Rubber Inc. This internship will provide real–world work exposure for automotive students as well as give the employer an opportunity to observe potential employees before they are hired. Employers will have a role in preparing entry-level employees for their businesses because they will be participants in the interns technical and workforce preparation.

Kennedy-King (City Colleges of Chicago)

Best Practice Example-Financial Productivity
IT Chicago

"IT Chicago" stands for Information Technology Chicago. It is a marketing/instructional delivery partnership involving five campuses of City Colleges, including Kennedy-King College, and a corporate partner, I-Tech. It is a cost saving, productivity enhancing initiative intended to take advantage of the advertising buying power of multiple campuses, the opportunity to share resources in the delivery of common programs, and the technology instructional and management resources of a corporate partner.

As individual campuses have entered into the delivery of short-term information technology certificate programs, they have found common challenges in managing the planning and delivery in a cost effective manner. Since most of the programs began, and continue to at least partially exist in either the Continuing Education or Business and Industry Services units, they have been challenged to not only sustain themselves, but to produce revenue that exceeds cost of delivering the programs. Although the community college presents some advantages for students pursuing IT certifications, marketing by other types of competing providers often impedes the visibility of community college programs. Many of the competitors are single mission institutions with larger program specific advertising budgets than the colleges.

I-Tech is a national corporation with a specialty in providing Information Technology instruction outsourced by colleges and universities. The District has entered into an agreement with I-Tech that allows the colleges to voluntarily outsource IT non-degree certification programs to the company. The company assumes responsibility for instructor recruitment, student admission counseling, laboratory set up, student exam related services, on-line tutorials and other services.

This arrangement allows the colleges to redirect the significant administrative time and resources once required by these programs to other areas, such as cultivating new business and industry partners. I-Tech also brings its sophisticated instructional management systems and marketing expertise to institutions; however, colleges do carry some financial responsibility for covering instructional and marketing costs.

IT Chicago allows the participating City Colleges of Chicago–Kennedy-King College, Wright, Harold Washington, Daley and Truman–to purchase advertising on a larger and more competitive scale by putting their advertising dollars into one pool. Individual campus advertising and promotions budgets are too limited to purchase advertising that will have any significant impact.

A single IT Chicago web page is being established that will also be promoted in all other advertising. It will provide one central source of information about IT certificate training at all participating campuses. All inquiries will automatically generate an acknowledgement and informational email response. To assure fair distribution of benefits across campus, the print, radio and internet advertising will include a multi-campus referral system that will match students' interests and needs with campus offerings, class start dates, geographical location, etc.

The program will be launched full-fledged in Fall 2000. Some aspects of the project are in place at some campuses now. A district-wide planning and implementation team will oversee the implementation and evaluation of the project.

Wright College (City Colleges of Chicago)

Best Practice of an Administrative Nature—Wright College's Plan for its NCA Accreditation Visit, a Focus on Institutional Accountability

When Wright College first began preparations for the NCA evaluation team's visit, the College set the following goal: that by the time of the accreditation visit—October 2001—all members of the College community would be well-enough versed in the project to participate when the visitation team arrived on campus. However, when the College surveyed the student body—its most important constituency–to gauge their awareness of the accreditation process and its importance to the College, over 50 percent of the students surveyed didn't know what the initials NCA stood for. Several thought it was the National Cheerleading Association coming to improve school spirit! The College knew then that there was work to be done in educating its students and the rest of the College community and in improving its communications with external groups and in underscoring its accountability to them.

Among the College's first actions was establishing committees whose membership was representative of every campus division, i.e. transfer credit, continuing education, adult education, student services. The members were also representative of every campus group, i.e. students, faculty, the support staff, and the administration. Coordinated by a steering committee—again with cross-functional representation—these individual committees addressed the different accreditation criteria. Some specific activities included focus groups with community business and industry leaders to gather input regarding perceptions of the College's mission and goals, surveying faculty, support and professional staff regarding various aspects of the College's services, and compiling a cumulative learning outcomes assessment report based on data generated in the College's 10 years of entrance and exit testing.

While the actual gathering of data and the writing of the Self Study were in progress, the Steering Committee designated four, loosely organized task forces whose responsibilities focused on the "softer side" of the accreditation visit, i.e. awareness, information, motivation, and support. Activities for these groups included

- creating an NCA quiz of the month,
- putting NCA screen savers on all college computers,
- ensuring that all College materials note the upcoming event at least a year in advance, and
- creating an all-College "Wilburpalooza" just before the arrival of the evaluation team.

As the team visit approaches, the College feels confident that all members of its community have not only developed an appreciation for the importance of a successful accreditation visit but also have gained a deeper awareness of the work of the College. Notes on our expected success will be in next year's **Results Report**.

Wright College (City Colleges of Chicago)

BEST PRACTICES

In support of goals five and six of ***The Illinois Commitment,*** Wright College submits the following programs as being the best illustrations of its commitment to 1.) offer quality academic programs and 2.) improve productivity, cost effectiveness, and accountability.

Best Practice of an Academic Nature—Wright College's Great Books Program

Wright College's Great Books Program has earned a national reputation for academic excellence as a program that fosters a sense of connection among the disciplines as well as a sense of creativity and collaboration among the faculty. Drawn from texts that are often considered the Western literary canon, Wright's program is an outgrowth of a similar program at the University of Chicago's Graham School. Wright's program is particularly unique because it does exist and thrive in an urban community college setting. In the last three years, the program has been featured in the ***New York Times,*** the ***Chronicle of Higher Education,*** the ***Chicago Tribune*** and the ***Wall Street Journal***. This past spring the program was the focus of a national education summit sponsored by the Johnson Foundation at its Wingspread Campus in Racine, Wisconsin.

At Wright, Great Books courses are offered in astronomy, English, humanities, philosophy, social sciences, and theatre. Not an honors program, approximately 900 Wright College students who are enrolled in a variety of transfer programs take Great Books courses each semester.

Participation is voluntary for both faculty and students alike. Fifteen Wright College full-time faculty members meet several times each semester to coordinate the work of the program. This participation is strictly voluntary and no one receives extra compensation or released time for working on the project. The committee decides on a theme for the year—themes have included "The Pursuit of Happiness," "Questions of Good and Evil," and "Gods and Monsters." Courses that have a Great Books focus are marked as such in the class schedule each semester so that students who wish to earn a "Great Books" certificate can choose those sections. The certificate is earned by taking a minimum of four Great Books courses in pursuit of an Associate Degree. Approximately 15 per cent of Wright College's Spring 2001 graduating class earned Great Books certificates.

In addition to the designated courses, the program also includes two symposia each academic year—a fall science symposium, ***Bridging the Gap between Science and the Humanities,*** and a spring symposium, focused on selected topics in the political sciences—a poetry slam, and the program's literary journal, ***Symposium***. This journal is a collection of scholarly writing centered on the texts in the Great Books curriculum and produced by Wright College students—a rare feat for a community college!

Projects for next year include the addition of service learning components in the Great Books courses and exploring funding for a Great Books institute to be housed at Wright College.

Harry S Truman College
(City Colleges of Chicago)
Best Practice in Achieving
The Illinois Commitment Goals: Academic

Tandem ESL Courses

Because of its population of approximate 20,000 non-native English speakers, Truman College has continually experimenting with various techniques to improve the speed and quality of language instruction. The most recent experiment has involved coordinated English as a Second Language courses with content course to create what are sometimes called "sheltered." or "tandem" ESL courses.

In tandem courses, much of the reading material and occasionally assignment are coordinated so that students have an opportunity for repeated engagement with the same concepts and vocabulary. During the fall of 2000, pilot program, three sections of beginning ESL speech, reading and writing courses were paired with an introductory social science course, American Social Issues. All course used the same textbook with some various in the supplemental materials. Common assignment included units on the U.S. Constitution, the Federal system, and the presidential election.

In spring 2001, English 99, Intermediate English reading, writing, and CIS 120, Introduction to Computer Applications, were linked. The faculty chose a common text and collaborated on several assignments. Again, one of the key issues was repeated use of vocabulary to gain comfort and proficiency in reading comprehension and writing. Although the data on student performance is still being analyzed, the preliminary feedback from student suggests that coordination is one of the most satisfying aspects of the courses.

RESULTS REPORT
Harry S Truman College
2000-2001
(City Colleges of Chicago)
Best Practice in Achieving
The Illinois Commitment Goals: Administrative

Database Driven Course and Room Scheduling

The in the spring of 2001, Truman College created and implemented a database-driven room and course scheduling system. The system grew, in large part, out of a pressing need for classroom space. Truman College consists of a main campus with classroom and student service housed in one building, a second building that combines Truman Technical Center, O'Rourke Theatre, and Rowland Athletic Center, with a third building, Lakeview Learning Center, located approximately two miles south of the main campus. With an annual unduplicated headcount of approximately 32,000 students, space is at a premium. Indeed, approximately 300 students per semester in the Adult Education programs were turned away due to lack of adequate space for classes.

The database captures room and course information allowing the college to analyze and readily adjust space utilization to yield maximum efficiency. The database can also be used to run scenarios to project the effects of alternative usage and to avoid potential room conflicts. The ability to look at room usage in an entire facility is particularly important because the college credit and continuing education programs both publish printed schedules, making any subsequent room adjustments very disruptive to students.

Designed in Microsoft Access®, the database consists of information about room specification, instructors, prerequisites, co-requisites, time patterns, section numbers, and more than one hundred distinctive course descriptions. The database allows relatively stable information such as course numbers, course descriptions, prerequisites, room and equipment requirements and so on to be easily rolled over from year to year. Finally, database provides a great convenience to students and faculty by enabling a version of the schedule searchable by time, day, course, instructor, or subject that is posted on the college website www.trumancollege.net/ schedule/index.shtml.

Harold-Washington (City Colleges of Chicago)

BEST PRACTICES AT HAROLD WASHINGTON COLLEGE

Created ***Artscape***, an exciting offering of arts-related classes taking place at Gallery 37 Center for the Arts through an expanded partnership with the Chicago Department of Cultural Affairs. During fall 2000, 15 initial classes were offered enrolling a total of 174 students.

Generated over $640,000 in revenues from contract training, providing over 50 programs to 5,723 students from 40 local businesses, community based organizations and public organizations.

Expanded curriculum for Public Passenger Vehicle Program (taxicab driver training), as per the requirements of the Chicago Department of Consumer Services, extending the program an extra week. In addition, implemented English proficiency exam as of 12/1/2000, for all Public Passenger Vehicle students.

Provided training to prepare Commonwealth Edison meter-readers for a standardized test that qualifies them for promotion to a Lineman position thereby increasing their pay scale by 50%. The 14-week program encompassed Mechanical Concepts, Reading Comprehension, Mathematical Usage and Graphic Arithmetic.

Secured new partnership with Cargill Investor Services, which resulted in $10,000 in revenue in fall 2000 and will lead to ongoing revenue as a result of a new AA Degree Program at Galileo Academy for parents of students and employees of Galileo.

Hosted the British Trade Delegation lead by Digby Jones, Director General, Confederation of British Industry.

Offered 19 Web and TeleWeb courses through the Center for Distance Learning enrolling 118 students at HWC and 331 students throughout the district.

Designed and implemented the Leadership Academy, an intensive professional development program for HWC staff members.

Program Development

Developed E-Commerce Program, which is awaiting state approval. It consists of 3 new classes: Intro to E-Commerce, E-Commerce Marketing and Promotion, and E-Commerce Database Programming. This program can be offered as modules for Continuing Education or as a special concentration within the CIS credit program.

Secured approval of the Digital Multimedia Design Program as a Project Excel program.

Assisted Art/DMD faculty in securing an articulation agreement with Columbia College's Interactive Television Program. All DMD courses will transfer without loss of credit to this program.

Enrolled 17 recent high school graduates from Chicago public high schools in the Chicago Police and Fire Academy Program. All are full-time students pursuing Associate of Arts Degrees in Pre-Public Safety.

Harold-Washington - Page 2

Outreach, Collaboration & Alliance

Organized seven "Super Saturday" tutorials for juniors and seniors from Chicago public high schools to assist them in their academic progress in the Chicago Police and Fire Training Academy.

Acquired a contract with the U.S. Attorney General's Office to provide customized training in a variety of computer classes.

Developed a partnership with the American Society for Plumbing Engineers for an Engineering Design Basic course.

Student-Focused Student Services

Restructured registration process eliminating the use of the lower level and moving almost all services to the first and second floor for students' convenience.

Computerized all of the registration process for open and late registration.

Developed procedures for evaluation of Harold Washington Academic Achievement Scholarships up for renewal. Implemented the procedure and new forms for all students who renewed their scholarships for the spring 2001 semester.

Technology Advancement and Facilities Improvement

Celebrated the launch of the new CCC Library Automation System at HWC on October 12, 2000. John Berry, President-elect of the American Library Association addressed the group on what to expect in the near future in the world of information provision.

Transformed Chorus Room (room 438) into an all-purpose room for meetings, events and smaller performances.

Financial Growth & Diversification

Received a $75,000 grant from the Fund for Improvement of Post Secondary Education (FIPSE) to fund student exchanges between HWC and partnering institutions in England offering the International Associates Degree Program.

Secured a $60,000 grant from the Illinois Department of Corrections Industries to conduct a study of recidivism rates.

Community Activities

Raised $800 for charity through the HWC chapter of the American Association of Women with its sale of stuffed animals to benefit the LaRabida Children's Hospital.

Bill Locke, Chair of the HWC Library, was selected as the HWC Distinguished Professor.

Planned and implemented HWC's "Get Out the Vote" initiative with the help of students, faculty and staff.

Harold-Washington - Page 3

Hosted the Second Annual Reunion of graduates of the Intergovernmental Executive Development Program. Nearly 100 alumni were present to witness the college honor Glenn E. Carr, Commissioner of the Department of Personnel for his support of the IEDP program.

Hosted annual Thanksgiving Dinner for the Homeless sponsored by the HWC chapter of Circle K and the Global Friendship Club, which offered a complete traditional Thanksgiving meal to over 200 people.

Revised the Harold Washington College Mission Statement and developed a statement of Institutional Core Values.

Hosted a joint AACC-United States International Development visit of Egyptian educators to the college.

Received approval for presentation on the topic of Academic Support of Students Enrolled in Internet Courses through Programs for the Military to be given in April 2001 at the AACC National Conference.

Daley (City Colleges of Chicago)

Example of Best Practices – Academic Activities

¡Amigos! Program
FY2001 Recipient of the Innovation Award;
Illinois Council of Community College Administrators.

The ¡Amigos! program helps individuals of different backgrounds, histories, and cultures become friends and neighbors, while learning each others language. In the ¡Amigos! program, language education becomes more enjoyable and promotes communication between people of different cultures.

The academic premise of the ¡Amigos! program is that the most effective language acquisition includes connections between grammar study and practice outside the classroom. So while the ¡Amigos! program begins with traditional classroom instruction, it moves beyond the classroom to conversation. The unique turn on this method of teaching and learning is that conversations in the ¡Amigos! program occur on a cultural and educational frontier, helping reduce social as well as linguistic barriers.

Beyond regular class meetings, the ¡Amigos! program requires students to have weekly co-mentoring sessions with an English as a Second Language (ESL) student. These sessions, which must be documented, may be in the college or outside in the community. Sessions are structured and prepared with great care. Each of the partners speaks in the language they are learning, English or Spanish. Each partner practices vocabulary and grammar as directed by the instructor and outlined in the course schedule.

Once basic verbs and simple vocabulary are learned, simple conversations become directed around themes. For example, the "getting to know you" theme may emphasize family, hobbies, or sports. The language skills practiced follow lessons from class sessions. For example, when the past tense is taught in class, the conversational theme might be "the past." Partners discuss what they did yesterday, or last weekend, or a year ago.

Both college-credit students and ESL students participate in the ¡Amigos! program. College-credit students hold high school diplomas or GED certificates and enroll in advanced Spanish courses. ESL students may be working toward a GED and enroll in the upper levels of English study. College-credit students who participate in the ¡Amigos! program earn grades that skew toward the top of the spectrum (80% receive A's and B's). ESL students do not receive credit grades, but are positive about the program experience.

The ¡Amigos! program demonstrates a community college education at its best: service-oriented, highly effective, inexpensive, and easily replicable. The program reaches across boundaries of culture and social groups, utilizing language differences as a valuable learning tool, and making neighbors of strangers.

Daley (City Colleges of Chicago)

Example of Best Practices – Administrative Activities

Equipment and Technology Institute at Gage Park High School
FY2001 Recipient of the Bellwether Award for Planning, Governance, and Finance;
Community College Futures Assembly, University of Florida.
FY2001 Recipient of an Excellence in Learning-Centered Instruction Award;
Illinois Community College Board.

In 1998, Daley College partnered with Gage Park High School, the Associated Equipment Distributors Foundation (AEDF), and the National Center for Education and the Economy (NCEE) in the creation of the Equipment and Technology Institute of Gage Park High School. The institute's objective: prepare future technology employees for Illinois' $17 billion construction equipment industry. The institute's target population: high school students with average scholastic achievements and good attendance records. Often, this population does not attract the level of attention given to college-track or disciplinary populations, and therefore fall into the "high risk" category.

AEDF provides for administrative costs and equipment. NCEE provides planning and curricular expertise. Daley College provides on-campus technical and technological instruction. An agreement between the public schools and the district provides for waivers of tuition.

Gage Park High School is located in the large manufacturing community on the Southwest Side of Chicago. Daley College's Manufacturing Technology Institute is a nearby college unit with extensive experience and industry resources for training, but has unused capacity during the afternoon hours. By using the community college facilities, the Institute avoids the capital construction costs for additional facilities at the high school.

Cooperative program planning improves the college readiness and success of high risk Gage Park High School graduates. The program provides hands-on technology experience, with the computer in the classroom and with the equipment in the workplace. This highly structured, standards-based program results in excellent academic performance, a high graduation rate, and employment certification – while accepting any student who meets normal standards for attendance, discipline, and academic skills.

In June 2000, fully 84% of the Institute's initial students graduated: 32 students completed a year of college and six were named among the top 100 Hispanic high school graduates by *Super Onda* magazine. Many others received job offers, awards, and honors, such as a Bill Gates Millennium Scholarship. Most graduates became college-bound.

Daley College engages the *Illinois Commitment* goals in the college's efforts with the Equipment and Technology Institute. First, businesses become enthusiastic, substantial partners when high schools and colleges adopt high standards for programs. Second, cooperative planning among partners reduces costs and promotes affordability. Finally, the program demonstrates that high school students with "average" educational achievements can excel in a rigorous, standards-based program.

Danville Area Community College

Best Practices

Academic / Administrative

FY 2001

Best Practice Academic: The creation and implementation of the CISCO Academy certificate training with the Danville Area Community College Business & Technology Division.

In the Fall 2001 semester, DACC will offer an innovative program that will equip students with cutting-edge technical skills and talents as well as open the doors of opportunity for top wages and highly satifying occupations. The program is the CISCO Networking Academy. This program will help DACC kep pace with the rapid evolution of information technology.

The program centers on teaching students to design, build, and maintain computer networks. Focus will be placed on using Web Technologies and the Academy will utilize the e-learning model that delivers web-based educational content, online testing, student performance tracking, hands-on labs and instructor training and support. It is the hopes of DACC that the academy will help students improve in math, science, writing and problem-solving skills. Learning objectives in the certificate program are tied to national math and science standards as well as local and national workforce competencies

The CISCO courses are being offered as a part of the college's existing Computer Communications and Networks Associate Degree program. For the Fall 2001 semester, CISCO ACADEMY #1 and CISCO ACADEMY #2 will be offered in eight-week, day and evening sections. Academies 3, 4 will be offered in the Spring 2002 semester. The program will be under the leadership of Bruce Rape, Chair of Business & Technology and instructors, Fred Payne and Sherri Waggaman.

This DACC initiative directly impacts goals two and five of the *Illinois Commitment*.

Best Practice Administrative: Danville Area Community College's Scholarship Program

Over the past year, Danville Area Community College has made a concerted effort to work closely with the staff of the Danville Area Community College Foundation to better inform the Foundation of the financial needs of DACC students. This effort, coupled with increased payout from Foundation endowed scholarships, has increased the number and amount of scholarship awards given to students. Increased communication between the College and Foundation has assisted in the development of more annual and endowed scholarship. Foundation administrators can communicate clearly the needs of current students and cultivate donors with interests in targeted areas.

In FY 2000, the spring scholarship award program presented 115 scholarships for a total of $71,675. In FY 2001 the number of scholarships awarded during the spring was increased to 143 awards for a total of $105,975.

In addition to these awards, new scholarships were awarded during the summer beginning in FY00. These awards, given in August for late registrants, were primarily comprised of awards for part-time students. After consultation with the College's Director of Financial Aid and the College President, the Foundation Board of Directors recognized part-time student need as a priority and designated additional discretionary funds specifically for part-time awards to supplement established endowed and annual scholarships.

The August scholarships were so well received that the Foundation Board of Directors has renewed the part-time award money available, increasing the amounts of funds from $5,000 to $7,500 for FY01. In total, 35 additional scholarships were awarded during FY00 for a total of $36,000. The totals for August awards for FY01 have not yet been determined.

This new initiative by Danville Area Community College and the DACC Foundation directly impacts the third tenet of the *Illinois Commitment: No Illinois citizen will be denied an opportunity for a college education because of financial need.*

College of DuPage Academic Best Practice

Mecomtronics is a two-year Associate of Applied Science Degree program that leads to the Engineering Technology Degree. It is a competency-based, project-centered integrated curriculum where math, English and physics are synthesized with technical subject matter. A cohort of students learns from hands-on experience by working in teams on projects from industry. In a simulated work environment (studio) equipped with Internet access and teleconferencing capabilities, students can consult and converse with engineers from industry about their project and its relevance for effectual implementation in the "real-world".

The Mecomtronics curriculum was designed in response to industry's need for multifunctional (universal) technicians competent in MEchanical, COMputer, teleCOMmunications and elecTRONICS technology. As a Mecomtronics engineering technician, the student will work individually or as a member of a professional team to apply aspects of scientific and engineering concepts in the implementation of existing technologies and the creation of new technologies. Students are prepared with the knowledge and skills to work in a technologically diversified business environment. They will be able to participate on a team to specify, trouble-shoot, develop, design, and prepare for production of cost-efficient, state-of-the-art products that can compete in a global economy.

The program utilizes an interdisciplinary faculty team which guides a cohort of students through instructional activities that integrate both core and technical competencies. One of the tenets of this program is that math, science, and communications skills are incorporated into the technical courses. This is in direct response to employers who are asking for technicians who are better equipped with written and oral communication skills.

The following innovative features highlight the Mecomtronics program:

- Competency-based: focus on skills and knowledge required for immediate employment
- Project-centered: learning through hands-on industry-based projects
- Activity-based: learning by doing
- Integrated approach: concurrent educational delivery of core and technical subject matter
- Modular delivery: curriculum organized in "building blocks" to provide flexibility
- Studio learning environment: simulates a workplace setting with all learning resources in a single location
- Team-oriented: student team projects simulate the workplace environment
- Capstone project: a culmination of learning via a comprehensive project which validates competencies achieved through program studies

College of DuPage Administrative Best Practice

This past year, College of DuPage's (COD) Information Technology Department, in collaboration with the Office of Admissions, created an additional option for students - a web-based version of the *Quarterly* class schedule. The *Online Quarterly*, implemented in June 2000, allows students to search the current term or next term for courses available by choosing up to three options, such as curriculum, course number, location, instructor, day, time or category. The *Online Quarterly*, which averages 18,500 hits a day and 125,000 hits each week, is updated nightly from the college's Student Records System (SRS) with the latest course information including:

- Course curriculum (i.e. mathematics)
- Course number (i.e. 115)
- Registration code number (i.e. 23060)
- Course description (i.e. Technical Math I)
- Credit hours (i.e. 4)
- Course fee (if applicable)
- Course prerequisites (i.e. Math 081 with C or better or complete course in Elementary Algebra – C or better)
- Class meeting days
- Class meeting time
- Class location
- Class instructor(s)
- Publication comments for some classes (e.g., Above Class Only – Student must buy and use TI-82 or TI-83 Calculator).

In addition to the information listed above, the *Online Quarterly* also displays:

- The actual start date of the class
- The maximum number of seats allowed in the class
- The current number of seats taken in the class

The major benefits of the *Online Quarterly* are numerous. Current course information is available to users 24 hours/7 days a week. Its interactive design allows students to search for classes using a variety of methods, such as (a) search by a specific registration code number, (b) search by curriculum name and then course number, (c) search by one of the following or a combination of: course curriculum, course number, location, instructor, days, times, and/or course category (i.e. credit, internet, Older Adult Institute, etc.), with a maximum of three criteria to be selected in order to ensure a successful return on results, and (d) search for all classes, sorted by curriculum or within a curriculum, to allow for general browsing through class offerings.

The increased use of this system may justify a review of the increasing costs associated with producing the paper *Quarterly* publication.

Elgin

BEST PRACTICE – EDUCATIONAL

IT CERTIFICATION TRAINING

Among its many excellent practices, Elgin Community College has identified the training for certification of IT professionals in its district as an example of a best practice.

Based on research in which a variety of vendors and scenarios for developing a program to offer technology-oriented, professional development offerings, a partnership with I/Tech was initiated. I/Tech is a private vendor that works exclusively with community colleges to provide MSCE, A+, Cisco, and other IT training to local area IT professionals. The programs offered are intense, rigorous, and hands-on experiential-based programs.

Partnerships

Inasmuch as the relationship with I/Tech is very much a partnership, there were a great many other partnerships that were developed to make this a successful program. A number of **internal** partnerships were created with a host of departments within the institution. These partnerships and assistance came from purchasing/accounting, facilities management, information technology, custom business training and marketing, and the credit CIS department. Without the additional creation of **external** partnerships, the program would not have met with the success it has. These partnerships are and will continue to be essential to the sustainability and profitability of the program. Partners that have been built or enhanced include those with a private vendor (I/Tech), local and regional media, private corporations, and the State of Illinois. Specifically, I/Tech provides high quality instructors at the local level and shares in equal partnership with the College's marketing costs for the program. The local and regional media participate in providing high-quality media advertising outlets. Private corporations have become an integral partner by providing good candidates for program slots. And the State has provided funding for tuition grants for workforce development.

Program Evaluation

One of the most critical issues faced when doing program assessment is how the program fits into the College's goals and programs. The offerings must complement and not compete with other IT offerings within the division and within the larger college context. Also important is the market need and other external competition. After the first six months of operation, 10 courses have been completed with a total enrollment of 84 individuals.

Elgin

BEST PRACTICE – ADMINISTRATIVE PROCEDURES

Initially implemented and piloted during the last quarter of the 1999-2000 academic year, document imaging (scanning) in the Office of Student Records is considered to be a "best practice" in administrative procedures.

The main reason to migrate toward a document imaging system is to reduce the usage of paper in the filing and processing of student records. However, it is much more important to improve the services delivered to students. By eliminating the manual mobilization of a paper file, virtually instant access to a student file can be obtained at the point of service via a desktop computer. This improves the communication link between all offices on campus that deal with students, particularly Admissions, Registration, Records, Counseling, Financial Aid, and Student Accounts.

It was initially determined that the imaging system must be able to run on existing networks and file servers. This would allow staff to use existing equipment with minimal modifications, if necessary. There was a possibility that other divisions could share in the cost of purchasing an imaging system that would serve other needs, as well. As with other technology projects, the particular document imaging system was to be implemented in phases; this one started with paper reduction methods designed to enhance academic services that will lead ECC students through to graduation.

Further, there is one official scanning station that networks with 20 users linked via the Application Server. The scanning station is centrally located in the Registration and Records area. The support staff of both departments will be the main users of the document imaging system. Other offices – Counseling, Financial Aid and Registration – also are part of the process. Some of the users have a major role, as they are the "official responsible for the document," while others benefit from view with retrieval rights. A permanent record is created through electronic images that are shared. A new way of filing has been created, not a new process.

An example of how this new way benefits other departments follows:

- Admissions is responsible for initial intake of application and transcripts; Counseling and Financial Aid may view this information.
- Records is solely responsible for maintaining the student's permanent record; Counseling may view this information to assist the student in an Educational Plan and establishing a completion date for graduation or transfer.
- Counseling is solely responsible for scanning the Educational Plan for a student; whereas Financial Aid benefits by readily establishing Satisfactory Academic Progress for financial aid recipients and Registration benefits when assisting a student in registering for a course needed to complete a program.

Harper College Partnerships With Community Resource Centers
Academic Best Practice

Institutional priorities include a commitment to the most educationally, economically, and/or socially disadvantaged students, served by the Adult Educational Development Department (AED) at William Rainey Harper College. The College utilizes external grant funds while providing at least 50 percent of the funds necessary to serve nearly 3,500 Northwest area residents yearly. Programs include Adult Basic Education (reading, English, and mathematics), General Educational Development (GED), Nonnative (English as a Second Language) Literacy, Citizenship Training, Adult Employment Skills, and Special Topics. Classes are essential for residents to improve academic skills, obtain or improve employment, acculturate into the community, improve parenting skills, and participate as citizens.

Recognizing the multiple barriers to participation of adult learners, the Department accepts *invitations* by community partner institutions to use their space to offer tuition-free programs and courses at sites most convenient to the residents. The Department offers services at the Palatine campus, the Harper College Northeast Center in Prospect Heights, the Northeast Palatine Community Center (NPCC), the Police Neighborhood Resource Center (PNRC) in Rolling Meadows, and business sites.

During the *first year* of operation at the NPCC, for example, the College offered classes in direct response to high demand. Enrollments were 780 Nonnative (ESL) Literacy, 533 ABE/GED, and 32 Citizenship (a total of 1,345). This was more enrollment than the PNRC enrolled in its *tenth year* of operation where enrollments were 1,011 Nonnative (ESL) Literacy, and 84 Adult Employment Skills (1,095). If residents had paid the Harper 2000 tuition rate of $54.00 per credit hour, the cost to students would have been $265,383. The enrollments at NPCC and PNRC represent nearly 39% of the AED Department total enrollments. Using the Harper AED budget and a portion of grant budgets, yearly expenditures of $514,406 are directly related to services at the NPCC and PNRC sites.

The community resource center concept has served as a model and has been replicated elsewhere in Illinois and outside the state. An exciting initiative is that a new resource center in the Hoffman Estates area is in the planning stage, and Harper College has been asked to participate in its development. A site has been identified, and the same architectural firm that renovated the NPCC has been retained.

To help students who complete the GED program and pass the Test battery with a score of 250 or above transition to degree credit programs, a new scholarship program funded by the College includes one tuition-free, three credit-hour course. Students who score 310 or above (the 90th percentile), may be named "Distinguished Scholars" with all tuition and fees paid by the College for 60 credit hours! Institutional priorities include a commitment to serve a diverse student population.

Students served in programs described above for fiscal year 2000-2001 included 53 Asian, 66 Black, 3,096 Hispanic, 239 White, and 23 Other. Another aspect of diversity was age of the students: 16-18 years, 217; 19-24 years, 836; 25-44 years 1,236; 45-49 years, 159; and 60 + years, 29. In order to reach these students classes were located within walking distance of multi-family housing developments wherein the majority of students live.

The College's partnerships with community agencies demonstrate a commitment to the community college philosophy and to the state goals for higher education.

Harper College Deferred Payment Plan
Administrative Best Practice

The College has had a deferred payment plan for many years. This plan allowed students to spread out their tuition payment into three separate payments during the semester. The number of students enrolling in the deferred tuition program and the dollar amount of the loans had been increasing over the years. The overall collection rate on this program had not changed much over the years, but it was taking more and more effort to get the students to pay. Students did not necessarily see this as a three-payment program with clear payment dates. They saw it as a way to stretch out tuition payments as long as possible. The first step was to significantly increase the late fees. It was thought that this would change student behavior. It did not.

It became clear, after careful analysis, that the deferred payment plan option allowed students to separate the function of registering and attending classes and the decision on how to pay for classes. If you did not meet your payment dates, the only consequence was to pay a late fee. You were not dropped from class.

As the College was wrestling with how to solve this problem, a number of vendors appeared on the scene that offered deferred payment services. We investigated those services and then added up the costs to use those services. The basic concept of the service was to hook the decision to register with the decision on how and when the student will pay. This was done through automatic electronic deductions from a student's bank account. Staff investigated in-house capabilities and determined that it would be more cost effective to design and implement our own program with our local bank.

The deferred payment plan will be fully operation for Fall 2001. Student will not only sign commitment papers, they will need to provide written authorization and a bank account number so that the agreed upon amount can be automatically deducted on pre-agreed dates. The experience of vendors we interviewed showed us experience ratings for collections in the 99% range and it happens on the payment dates as scheduled.

The college will see an increase in collection rate and an accelerated collection schedule with a minimum of effort.

Best Practices - *Academic* **Outstanding Instructional Facilities**

Location – Phase I of our permanent campus construction plan is virtually complete. Envisioned initially as moderately complying with current technology standards, the evolved campus plan has included some exceptional additions. This emphasis is clearly related to being "accountable for the quality of academic programs," "improve teaching and learning at all levels," and "help Illinois business and industry sustain strong economic growth."

Classroom and Lab Technology – Each of our classrooms and labs are equipped with instructor stations that include a PC, VCR, digital "overhead" projector, ceiling-mounted video presenter, and a presentation screen. To the PC labs we have added one or more laser printers, some remote PC controls, and/or color printers based upon the primary uses for those labs. Other instructional labs in, for instance, the hard sciences, include equipment that is similarly advanced. Every classroom not currently used as a PC lab already has a hub or switching station installed to allow flexibility in future technology applications. Some conference rooms have similar capabilities and all conference rooms have that potential.

Faculty Offices – Each full time faculty member has comparable computing support in a private office. Adjunct faculty have access to at least four spaces on campus designed for their use – PCs, worktables, mail, and storage space. All faculty and staff within small areas generally share central printing, duplication, and supplies.

Professional Development – Nearly all of this equipment for the classroom and lab environments was new to the faculty as we moved to the new buildings. Prior to the move some of the equipment was made available for faculty and staff learning. Training in the new computing and phone systems was delivered by our staff and external consultants just prior to the move. After the move sessions were conducted for those who wanted to learn in more depth. During the first academic year training in specific software, hardware, and other systems was available on almost a daily basis. A great deal of credit goes to the Institutional Technology Services (ITS) staff who assured all the training requested was conducted in an effective manner. This is further facilitated by a dedicated facility for staff/faculty development.

Instructional Development Center (IDC) – For faculty who desire to enhance instruction with additional delivery technology, a "mock classroom" is available to practice presentations or receive further training. The IDC includes even more advanced equipment for the preparation of digital audio and video course materials, is staffed several periods during the day, and includes comfortable collaboration areas.

Academic Support Center (ASC) – General support for instruction is provided by an exceptional staff. The technology improvements over prior facilities are found in increased open PC lab access, a fully equipped PC lab for instruction, testing center, offices, and several smaller PC labs and conference areas for that enhance Open Learning and online courses.

Interactive Television, Internet Instruction/Instructional Support – Professional development opportunities will be expanded as NetOp and similar software is fully operational. While the College has been involved with ITV instruction for some time, each of the locations is now a fully equipped PC lab.

Funding – The College was able to take advantage of improvements in pricing and product availability even after construction began. Funding remained relatively stable throughout the project.

Heartland

Best Practices - *Administrative or Financial* **Staffing**

There may be a great temptation to put many other matters related to community college management on hold as a significant transition in one area is contemplated. Moving into a new campus is a large undertaking under usual circumstances. However, combine that with student enrollments setting records every year and the "maintenance" items exert pressure above that typically experienced. Heartland Community College committed to keeping every aspect of development and growth in a reasonable perspective at all times. This is clearly part of Heartland Community College's effort to "continually improve productivity, cost effectiveness, and accountability."

Streamlining Administration – The vice president of instruction was selected for a presidency, creating an opportunity for one of our deans to move into that leadership role. One of the existing deans assumed responsibility for those instructional areas with a new title, Dean of Instruction. Most of the division chairs now report directly to that dean. The savings experienced by the elimination of one dean's position allowed greater flexibility in determining the number of full time faculty who could be hired for 2001-1002.

Adding Faculty – In an effort to keep up with enrollment growth (+8% for Fall 2001 over Fall 2000), the College has increased its full time faculty roster by four new positions. Careful analysis of enrollment and curricular needs led to identification of those subject areas most appropriate for those added faculty positions in writing, math, science, and psychology/alternative learning.

Adding Staff – The flow of student traffic, both in terms of movement and volume, has resulted in the addition of Student Services positions and shifting of responsibilities. Those changes are a result of a continuous monitoring of our ability to effectively address student needs. Technology employed by students, staff, and faculty has been enhanced and expanded resulting in more staff being hired to support those activities. The new campus demands a great deal more attention. Some of the increased responsibilities have been met with contract personnel in security, electrical, landscaping, and mechanical systems areas.

Future Plans – Each year the College engages in needs analysis to identify those areas in which its financial resources will be best invested. As HCC's enrollment continues to rise, additional faculty and staff will be selected to address identified needs.

Workforce Development Center - Despite its new campus, HCC still houses some of its instructional programs in temporary facilities. In order to address future employment needs of local businesses and industries, College faculty and administrators are seeking financial support for its planned Workforce Development Center, a facility to be built on its permanent campus. It is hope that construction will begin in the next few years. The new facility will house degree-granting vocational programs in such subjects as business, computer science and technology, electronics, CAD, manufacturing, and machine tool technology. In addition, the planned facility will provide a home for Corporate Education training programs. In recent years HCC has experienced growing interest on the part of local businesses and industries in using Heartland's Corporate Education division to address training needs of their employees, and we expect that interest only to increase.

Highland

Illinois Community College Board
2001 Results Report

Best Practice - Instructional: Technical Theater for Dual Credit

Highland Community College has been involved in offering college credit classes to all students who demonstrate they can benefit from college level classes for many, many years. Typically, these classes are in subject areas such as English, foreign language, mathematics, social science, etc. Or they may be vocational areas such as drafting, industrial technology, or computers.

In the summer of 2001, the Theater Department of Highland was approached by Freeport District #145 High School and asked if they could help out with the high schools technical portion of its productions. As discussions advanced, it became clear that an opportunity existed for both organizations. Highland has a very good theater department that could use more students interested in technical theater and Freeport High School was in need of a well-trained technical theater instructor. This was a prime opportunity to add to the learning options for students, increase credit hours for Highland, and improve the efficiencies and effectiveness of both organizations.

Three college credit classes were developed, Stage Craft I, Stage Craft II and a Technical Theater Practicum. The Highland Instructor teaches the classes. Stage Craft I and II are taught during the regular school day at the high school theater in accordance with the high school schedule, one each semester. The Practicum is taught in the evening at the high school theater and runs through part of the Fall and Spring semesters.

The classes each have an approved syllabus consistent with college level offerings. They are operated as any college level stagecraft class would be and the expectations for performance, attendance and discipline are consistent with college offerings.

Students learn the basics of tools, construction, painting, set design, safety, and use of color and form in the Stage Craft classes. The Practicum offers hands on experience as sets for five shows are constructed.

The school district pays Highland to deliver the instruction in a manner consistent with the high school schedule. The school district also purchased the equipment needed to instruct the course. Highland pays for the instructor and textbooks for the courses. The school district saves money because their costs are less than if they had to hire a teacher. Highland generates credit hours and increases recruitment opportunities. It is win-win.

The outcomes of this effort have been exceptional. Sixteen students have learned that there is a great deal more to theater than acting. They have also learned to use tools and developed skills that are transferable beyond the class.

Highland

Illinois Community College Board
2001 Results Report

Best Practice – Administrative/Financial Productivity: Instructional Technology Support Reorganization

As more and more instructional options in use by faculty involve technology and its applications, the need for support increases. Support is needed for hardware, software, video projectors, internet applications, and web based instructional techniques. Because computers are involved in this technology, Highland Community College depended on hardware and software support from the Information Technology (IT) Department.

In the summer of 2000, a strategic decision was made to review the instructional support needed based on instructional uses of technology. The review indicated that instructional support for technology applications might be somewhat more complicated; it is still instructional support for the purpose of teaching. The goal of instructional support should be to enhance teaching in order to improve learning. IT support concentrated on efficiency of implementation, speed of machines, and architecture of the system.

The Learning Resource Center (LRC) has forever supported learning and instruction. It is also a place that leads the way in the implementation of technology to support these activities in a cost effective yet learner and teacher responsive manner.

Therefore, the instructional technology support processes and personnel were assigned to the Dean of Learning Resource Center. Aside from the kinds and forms of the equipment and supplies computers, software, internet and web require, the purpose is the same as all other instructional support items.

The outcome of this administrative reorganization has been exceptional. With the appropriate understanding of instructional needs and pre-planning, instructional complaints related to technology have all but been eliminated. The response time for software implementation for instruction has decreased. The training of employees on software applications has improved. And, the interest and resulting applications of web based instructional options has increased.

The cooperation between the IT department and the LRC that has resulted in a much improved process for introduction and support of technological applications in instruction. Also improved is the workload of IT.

Illinois Central

THE ILLINOIS COMMITMENT
Illinois Central College "Best Practices"

The Academic Component

[*Goal 1 – Economic Growth*] The Professional Development Institute of the College has increase the annual volume of its training for business and industry by 20 percent for each of three years, attaining this year revenues of over $2 million. Part of this success is attributable to the integration of PDI with the regular academic and vocational departments of the College so that all the College's resources and expertise are brought to bear in tailoring specific programs to fit the needs of a company. The system was set up by a steering committee of faculty, chairs, deans, and directors, who worked out the issues of turf, the use of facilities and equipment, personnel policies and other limitations on the flexibility to quickly respond. Now, a cadre of faculty "team leaders" stand ready to follow-up on business contacts made by PDI staff, and a computer reporting mechanism available on the network enables all the internal parties in the College to keep track of these contacts and the services provided to companies.

[*Goal 2 – Teaching & Learning*] The College is partnering with District 150 in the "Future Teachers of Peoria" whereby minority high school students are guaranteed a college education if they maintain their grades and commit to returning to the District as teachers. The College's *College Yes!* Program, funded by the local gas and electric company, provides high school students from underrepresented populations with tutoring, advisement, cultural activities and orientation to college.

[*Goal 4 – Access & Diversity*] To increase accessibility for returning adults, the College has designed a FasTrack Business Management whereby a cohort of part-time students can complete an Applied Science degree by attending evening classes offered in an intensive format for 30 months. Also to improve accessibility, the number of Internet courses offered totally online has grown over the past year from 5 to 55.

[*Goal 5 – High Expectations & Quality*] Partially funded by a grant from a local bank, the faculty's Teaching/Learning Center has been refurbished with the latest educational technology and moved into larger quarters. Also funded through donations, an endowed "chair" has been set up to provide development monies for a faculty member each year recognized as an outstanding teacher.

[*Goal 5 – High Expectations & Quality*] Modules of our core values have been integrated into the new employee orientations, and faculty have participated in workshops on how these values can be incorporated into their teaching.

[*Goal 5 – High Expectations & Quality*] A joint administration-faculty team revised our hiring processes to ensure the quality and timeliness of the decision-making.

Illinois Central

THE ILLINOIS COMMITMENT
Illinois Central College "Best Practices"

The Productivity Component

A committee consisting of students, faculty and administrators reviewed the current tuition rates, state assistance, local tax revenue, and bond availability, and recommended that the tuition be increased $5/credit hour and that most fees be eliminated. These changes will be implemented in the spring of 2002.

Taking advantage of the opportunity afforded by deregulation, the College re-negotiated the contract with the gas/electric provider, and the new arrangement guarantees an annual savings of at least 5 percent.

To control the soaring costs of medical insurance, the College instituted a "Wellness Program" of preventative activities (diet, exercise, health education). In this first year, the program has enjoyed high rates of participation among the faculty and staff and is credited to have saved $100,000 in our health plan.

The schedule for replacing the College's mainframe computer with a PeopleSoft system is on target: the financial system went "live" last year; Admissions, last May; Financial Aid in July; and registration and the Bookstore is scheduled this fall. All the modules have a web access component.

To reduce costs, provide the most up-to-date curricula, avoid costly duplication, and forge links with potential employers of our students, the College continues to established partnerships with colleges and universities, with local schools, and with business, industry and the unions. This past year, joint admissions agreements were signed with Eureka College, Western Illinois University, University of Illinois at Springfield, and Methodist School of Nursing to smooth the transition for transfer students by providing joint advisement, school visits, and opportunities to participate in the social and cultural life on campus. In the business sector, agreements have been made with the International Brotherhood of Electrical Workers, General Motors, Cummings, Caterpillar Inc., and McAlister. Many of the corporate agreements involve the joint development of the curriculum and cooperative learning or internships. Many of these corporate agreements involved the donation of equipment, such as the several millions of dollars worth of equipment given by Caterpillar for the Skilled Trades Program, the donated automobiles and automotive equipment from Ford and General Motors or the building the Caterpillar Dealers paid for to house our Dealers' Service Technician program. Occasionally, as with the Brotherhood agreement, they involve the joint teaching of the classes. Starting its first classes this fall, the General Motors ASEP program will train service technicians for GM dealerships throughout the central part of Illinois.

Illinois Eastern

2001 Results Report
Illinois Eastern Community Colleges
Best Practices - Academic
July, 2001

IECC has developed the program/courses for the second level CISCO certificate, the CCNP, which is the Associate in Applied Science Degree and which can only be taught at community colleges. This will provide a transition and an excellent career path for high school students who have already completed the first level certificate, the CCNA. Implementation of the certificate will begin in fall 2001.

The Small Business Development Center continues to be one of the top Centers in the State for small business loans and excellent workshops.

The Business and Industry Training Center has expanded programs, services, and trainers into a greater number of businesses and industries throughout the District.

The Illinois Eastern Tech Prep Consortium, which includes 17 high school districts, three regional vocational systems, four community colleges, and two regional offices of education, received a State of Illinois Tech Prep Award for Leadership, Commitment, and Administrative Support for our Tech Prep Programs.

Illinois Eastern, in collaboration with two area high schools, developed a Web Design and Banking Program that will be offered as dual credit program. High school students will complete 2-3 courses at the high school and complete either the certificate or degree at the community college.

In January 2000 a local employer announced the closing of its manufacturing plant. As a result FCC immediately contacted the plant supervisor to offer educational services to employees soon to become unemployed. Later in January college staff, in addition to representatives from the Department of Employment Securities, met with 77 of the plant's 86 employees. Informational packets containing college admission applications, a college catalog, financial aid information, specific program brochures and career planning booklets were distributed. Additionally, all employees received a summer/fall class schedule. Of the 77 employees attending the session, 35 employees registered and took the college entry-level assessment in February. As a result of that assessment three remedial courses and a basic computer course were scheduled off-sequence during the spring semester to help individuals immediately begin their education to upgrade skills for new employment. Forty of the 77 students enrolled in one or more of the courses scheduled. Additionally, employees took advantage of college services with 15 employees scheduling academic advising appointments, 22 employees scheduling career assessment appointments, and 14 employees scheduling financial aid appointments. As a result of the college's quick action many employees were in the midst of new training and education when the plant closed in February 2001. A number of those employees are schedule to graduate in May 2002.

Illinois Eastern

2001 Results Report
Illinois Eastern Community Colleges
Best Practices - Financial
July, 2001

District-wide bidding on supplies and equipment combines the buying power of the four Illinois Eastern campuses and the District Office. Higher volume results in better pricing for the entire district. An annual bid schedule coordinates the timetable for the process on specified items and therefore eliminates duplication of effort in seeking bids. Campuses cooperatively seek bids on computers, projectors, instructional equipment, copiers, vehicles, office supplies, and janitorial equipment and supplies. Joint purchasing through district-wide bidding has lowered costs and made the purchasing process more efficient.

Illinois Valley

ILLINOIS COMMUNITY COLLEGE BOARD
2001 RESULTS REPORT

ILLINOIS COMMITMENT
BEST PRACTICE - ADMINISTRATIVE

ILLINOIS VALLEY COMMUNITY COLLEGE LEADERSHIP RETREAT

June of 2001 marked the first of what will be an annual leadership development retreat for Illinois Valley Community College (IVCC) staff. A task force consisting of faculty, support staff and administration planned over an eight-month period to create a program centered around two primary charges:

- To establish an annual community college leadership seminar for IVCC staff, which would be self-renewing, continually generating leadership potential and skill from within our ranks.
- To find ways to refine and implement our identified governing values in daily life throughout the College.

A total of 26 staff members participated in this first event, which was scheduled over parts of two days. Those participating represented every employee constituent group: faculty, counselors, administrators, physical plant staff and support staff. An opening team building exercise, entitled "Lose Your Rank" ensured that all participated as equals.

A number of activities and exercises unfolded over the two days, all of which was designed to build a sense of community among the participants, encourage teamwork and to instill a sense of opportunity for leadership on the horizon as the College moves ahead with many critical initiatives. Among the activities were:

- An assessment of individual work styles and how different approaches can be maximized to work effectively together.
- A primer on community colleges in general, and a brief review of the history of IVCC.
- A review of the Promise for Illinois as coordinated and developed by the Illinois Community College Board.
- An examination of real-world ethical dilemmas as are encountered on campus, and how our shared values can assist in resolution of them.
- An examination of IVCC's direction for the near future.

Evaluation of the institute was very positive. Participants gave an overall rating of 9.5 on a ten-point scale, to the program. This year's participants now become the planning task force for the 2001 program, thus help ensuring that the seminar will be self-renewing and will be a continuous source of leadership development for IVCC.

Illinois Valley

ILLINOIS COMMUNITY COLLEGE BOARD
2001 RESULTS REPORT

ILLINOIS COMMITMENT
BEST PRACTICE - ACADEMIC

THE CENTER FOR EXCELLENCE IN TEACHING, LEARNING AND ASSESSMENT (CETLA)

Established in 1997, CETLA is a center managed by faculty for their full-time and part-time colleagues for the purpose of providing, coordinating and communicating development opportunities and activities. CETLA's mission is ***"to provide faculty with resources, support and development opportunities, to promote excellence and innovation in teaching, learning and assessment. In achieving this purpose CETLA will foster communication and collaboration among faculty."*** CETLA is an actual and virtual center. A resource room containing the latest in instructional technology equipment is available for faculty training and experimentation; a comfortable place for faculty to meet, visit and work with colleagues is provided in the same area. Through the CETLA web site—which is updated on a regular basis—information on development opportunities, newsletters, a variety of resources and communications regarding innovations in teaching and learning, and results of assessment strategies are available (http://www.ivcc.edu/cetla/) to faculty and other staff. The Center is coordinated by a faculty member on 2/5 reassigned time; direction and oversight is provided by a Steering Committee comprised of full-time and part-time faculty members and two administrators, including the Vice President for Academic Affairs. A budget for development activities, consulting, publications, etc., is managed by the coordinator. Another faculty member is reassigned 1/5 time to serve as Assessment Coordinator, and the Facilitator of Instructional Technology also serves as staff to the Center. CETLA has been extremely successful in providing faculty with information, training and resources that improve teaching and learning, as documented in an evaluation of the Center conducted last spring. It has created an environment and the necessary support for faculty to innovate and evaluate new teaching/learning strategies. In addition, the Steering Committee and the Coordinator have served as the catalysts for a variety of effective orientation activities for new faculty.

Below are examples of the kinds of successful activities provided by CETLA:

- A mentoring program for new faculty.
- A comprehensive orientation program for new faculty.
- Mini-grants for innovative teaching/learning projects, focusing on student retention and success, assessment of student learning, and integration of technology into instruction.
- A regular newsletter edited by the Coordinator.
- Courses provided in partnership with Parkland College on assessment of student learning; these were initially offered by Parkland to IVCC faculty via interactive video; IVCC faculty now teach the courses for other IVCC faculty.

Illinois Valley - Page 2

- An annual instructional theme is identified to focus academic and extracurricular activities, thereby enhancing the integration of instruction. This year the theme was the General Election. CETLA coordinates the support and implementation of the instructional theme.

- A broad variety of development activities, including in-house seminars and training sessions, discipline-based conferences, conferences focusing on teaching, learning, assessment and technology are coordinated through CETLA, which is the major vehicle for comminuting these opportunities to the faculty.

- Development needs of faculty are identified through the Center and brought to the Steering Committee for consideration.

Joliet

Best Practices: Academic

Since 1995, the college has been dedicated to the assessment of all its academic programs. The assessment plan is scrutinized by a panel of faculty peers who work individually with each program coordinator. The plan is reviewed for relevance to the improvement of the program, coherence to valued student outcomes, feasibility of assessment instruments, alignment of measurement to the evaluation, and the use of results.

The English Department assessed the effectiveness of their English Composition I class. Awarded a JJC Assessment Grant, the English department specifically examined its prescription to teach the content covered in the English Composition I course. The English department, albeit requires an annual assessment of all its academic course offerings, investigated the impact of the English Composition I class on several levels, primarily student outcomes, faculty adaptability, and course content conformity. In addition, several faculty, both full and part time, were rigorously engaged in the assessment project over a four-month period.

As a first step, the English Department developed a 17-page questionnaire that was distributed to the English faculty. Via the questionnaire, faculty were asked about their current teaching methodologies, use of suggested assignments, syllabus, textbook, and the English Composition Faculty Handbook.

The results revealed that the faculty, although adhering closely to the prescribed syllabus, could better serve the students if there was increased flexibility in the writing and reading assignments. Remaining within the guidelines of the Illinois Articulation Initiative, faculty felt that students could improve their writing and increase the opportunities to use more writing styles if the size of the writing assignments were varied.

Several measurements of the impact of the changes made to the English Composition I course were suggested. First, student portfolios, which are samples of the students' writing throughout the semester, will be examined for both old and new methodologies. It is hypothesized that student writing will improve more rapidly and that the writing styles assigned will be more varied. Second, the success of the students in their subsequent English course, mainly, English Composition II, will be investigated. It was asserted that students in the English Composition course sections that use the new methodologies would do better than those sections taught in the traditional method.

Ancillary to the process was the increased dialogue between faculty. As a result, full and part time faculty and day and evening faculty were afforded occasion to engage in constructive discussion about preferred pedagogies, textbooks, classroom problems, and the merit of assignments. Consequently, the faculty exchanged ideas that they reportedly would implement in the classroom. They indicated that these informal networking sessions to be one of the best professional development opportunities they had experienced. Notably, they intend to continue into the next academic year and to share their model with other academic departments.

Joliet

Best Practices: Financial/Administrative/Support

The Counseling Center has made a concerted effort to build and improve on the College's partnerships with the area high schools. Although, Joliet Junior College had always enjoyed a productive relationship with the district's 19 high schools, several new initiatives has solidified the connection. These new programs and services have made the transition from high school to college easier. At the same time, high school counselors and teachers can provide the academic foundation to help their students succeed in college.

The high school counselors and College recruiters are in constant contact with high school visits at least once a month. In a recent high school counselor survey, the counselors rated their experience and contact with the college recruiters as good to excellent. In March 2001, the College hosted a half-day informational session. The high school counselors were given a tour of the College, were provided information and brochures about each academic program. They also met with recruiters, admission staff, program coordinators, current students, student club advisors, and coaches to clarify issues about admission and enrollment. Again, in a recent high school counselor survey, the high school counselors indicated that this informational session or High School Counselor Breakfast, was one of the best sources to obtain information about the College.

In June 2001, the College sponsored a High School Counselor Summer Institute. The weeklong workshop introduced high school counselors to the College's programs, course offerings, faculty, and campus services. The College also provides a listserv solely for the high school counselors employed at the district high schools. Staff from the Academic Support Services Department were also engaged in the workshop to discuss their role in the maintenance of quality programs offered at Joliet Junior College.

Through the auspices of Project Success, minority students are afforded additional advising and financial services. High school graduates that qualify for the program can enroll, free of charge, in the College's freshman orientation course. Minority students that are considered "at-risk" are actively recruited. Advising, course scheduling, and college adjustment are geared specifically to the minority population and the extra challenges they may have in affording and attending college. Parent, spouse, or other external support relationships are also encouraged to take part. In summer 2001, 90% of the students in a summer orientation course designed specifically for this audience finished successfully.

District 525 high school students are able to join any Joliet Junior College student club that is associated with an academic program. For example, there are three students involved in the Veterinary Technician Club. High school participants also enjoy membership in the Automotive Technician Club, Agriculture/Horticultural Club, and the Future Nurses Association. Hard pressed to find a better opportunity to learn about a future career, the high school students interact directly with current students, faculty, and professionals in their interested field of study. In addition, current college students will mentor high school students who demonstrate exceptional interest or talent in the field. High school students learn first hand the duration of study and commitment needed to pursue these careers. In turn, the College help these students make better-informed decisions about their future after high school.

Kankakee

BEST PRACTICE–INSTRUCTIONAL

As required by the ICCB, Kankakee Community College has an annual program review process. This years Best Practice is actually a phase one of a three-year implementation designed to enhance data collection and to more effectively measure the required components of economic viability, program quality, and program relevance.

While KCC's process already includes substantial information that is intended to provide accurate feedback on program demand, cost efficiency and effectiveness, program retention and completion, curriculum, student academic achievement and satisfaction, graduate placement, and employer satisfaction, this years review had an additional focus to further review and assess student learning. The new format integrates course competencies or occupational skill standards and with suggested assessment measures and evaluation criteria within the required quality component.

Phase two of the plan will become effective during the 2002 academic year. That improvement phase will further enhance the quality review process to include program inclusion of scan competencies. Required SCANS competencies will include both foundational skills and workplace competencies. In addition to the 2002 requirements, the plan for the 2003 report is to integrate program outcomes and core/general education outcomes.

Kankakee

BEST PRACTICE–ADMINISTRATIVE

As required by the ICCB, Kankakee Community College has an annual program review process. This process has included review of the economic viability of the program, program quality and program relevance. During the 2001 academic year the KCC program review process was revised to include a review and report on the assessment of student learning as an element. Specifically, the program faculty are expected to include a report of the learning objectives for each course, along with the performance criteria and the assessment strategies.

Kaskaskia

BEST PRACTICE
FISCAL YEAR 2001 RESULTS REPORT

The best practice for Kaskaskia College in addressing the higher education in fiscal year 2001 was the increase interest in the dual credit program with the secondary schools in the college district.

Last year (FY 2000) the college personnel, secondary principals, and superintendents met several times to discuss ways in which the college and secondary schools could work together to enhance the educational opportunities of students. The group acknowledged the need for computer network technicians and the secondary school representatives concluded that they did not have nor could they afford the equipment to offer computer-networking courses in the secondary school. Since the process was so successful, we are presently looking to form another working committee of college personnel and secondary principals to offer programs dealing with accounting, allied health, and automotive technology areas.

In fiscal year 2001, 429 district high school students earned Dual Credit (both high school and college credit) during the fall and spring semesters. This coursework generated 1,619 college credits. Students from eight high schools and the Okaw Area Vocational Center participated in the dual credit program. The schools participating in the Dual Credit Program include Central High School at Breese, Centralia High School, Nashville High School, Salem High School, Vandalia High School, Mater Dei High School and the Okaw Area Vocational Center in Vandalia. Four hundred and sixteen students earned credit in Career and Technical Courses and 13 students at Wesclin High School earned credit in college algebra. Dual Credit agreements exist in nine Career & Technical Education Programs and in one academic area. This includes more than 25 individual courses at the present time.

The number of programs providing dual credit opportunities to high school students has tripled since FY 2000 with the number of students receiving dual credit rising from 74 to 429.

Kaskaskia

BEST PRACTICE

FISCAL YEAR 2000 RESULTS REPORT

ADMINSTRATIVE

As the result of employing Dr. James C. Underwood as President of Kaskaskia College, the college has recommended to the Board and gained their approval to implement the philosophy for and to create a model for shared administrative decision-making and to concurrently review the college's organizational structure.

A college-wide task force was formed in April of 2001 to address an appropriate decision-making model and organizational structure for Kaskaskia College. The task force reviewed the current structure and processes at the College, considered the 1999 report of the North Central Accrediting Team, looked at the organizational structure of other community colleges, and analyzed the current and future needs of Kaskaskia College.

As a result of the task force's action the college is in the final stages of moving from the traditional industrial managerial style to the collegial style of management. To implement this process the college has identified a number of teams whose responsibility will be to recommend policy to the Board of Trustees through the College Council. All of the College's population including administrators, faculty, staff, students, and members from the community serve on these newly identified committees.

Administrators roles will be to both serve on the committees and to implement the policies approved by the Board of Trustees.

Kishwaukee

C. Best Practices that illustrate Kishwaukee College's effort during FY '01 in achieving *The Illinois Commitment* goals.

Academically: In Fall 1999, Kishwaukee College offered two of its developmental mathematics classes on Northern Illinois University's campus. NIU had requested Kishwaukee College's assistance as a means to providing math skills for the NIU students who did not meet the standards of NIU's Math Placement examination. As a result of those scores, many NIU students were deemed not prepared to enroll in college level math class and were advised to enroll in, and complete a developmental math class at a community college before enrolling in a college level math at NIU.

During FY'00, a total of 223 NIU students enrolled in Kishwaukee College's developmental courses offered on the NIU campus. Of these, 64 students enrolled in MAT 096- Elementary Algebra while 159 students enrolled in MAT 098-Intermediate Algebra. In FY'01, the number of students increased to 241: 62 in MAT 096 and 179 in MAT 098. This program has been successful in preparing students for the next math levels. A student conducted by NIU's Office of Testing Services, indicated that students who successfully completed MAT 098-Intermediate Algebra were more successful in the completion of MATH 110 - College Algebra than those students who were placed in MATH 110 through placement testing.

Over the next two years, NIU will be implementing Math Placement testing changes. Beginning in the Fall 2001 semester, NIU's Departmental of Mathematical Sciences will be implementing a change in NIU's Math Placement testing. The minimum cutoff score for the "D" placement level (placement into MAT 098- Intermediate Algebra) will be raised to 36 from the current score of 28. It is projected that this change could add 231 to 292 additional students placed into MAT 098. Additionally, by the Fall 2002 semester, an NIU student's math placement will be determined by factoring in his or her ACT SCORES and NIU Math Placement score. It is projected that this change could increase the number students required to enroll in MAT 098- Intermediate Algebra by 372 over the Fall 2000 enrollees.

NIU students register for Kishwaukee College MAT 096 and/or 098 using TRACS, NIU's registration system. The students' biographic, registration, and NIU placement data is transmitted to Kishwaukee College via e-mail. The student is then registered for the course indicated. The student is assessed using Kishwaukee College's in-district tuition/fee schedule. (The NIU student is eligible for in-district rates but is identified by his/ her home community college district as approved by the Kishwaukee College Board of Trustees). The student is sent a copy of his or her schedule bill, a letter outlining the KCMA registration, a form to return to the Kishwaukee College Business Office and a return envelope. Kishwaukee College's Admissions, Registration, and Records Office and Business Office do the registration, billing, and the collection of tuition/fees. The tuition and fees collected pays for the KCMA's faculty salaries. Grades for the MAT 096 or MAT 098 courses are sent to the students as part of Kishwaukee's grade processing and copies of the grades are transmitted to NIU to update their advising and prerequisite records.

Kishwaukee - Page 2

Administrative and financial productivity can be combined for our best practice. With the appointment of a new president the administrative structure was reorganized. Previously, the college employed a Vice President (now the President) and an Associate Vice President of Career and Transfer Instruction. The Associate Vice President retired in June 2000 and a search resulted in the position remaining unfilled. The President filled the Chief Academic Officer's position (Associate Vice President of C/T Instruction) by appointing the Dean of Arts/Communications/Social Sciences as CAO for one year. The additional duties for the CAO position were paid through a stipend until the search was reopened in spring 2001. This was efficient and fiscally responsible. An Assistant Dean for the Arts/Communications/Social Sciences division was appointed from the faculty to assist in the duties of the division while the dean was acting as Interim CAO. The Vice President's position was eliminated saving the college $100,000 for FY '01. As operations continued the administrative structure was realigned. In the spring of 2001, the Dean of Student Services, Dean of Business and the position of Chief Academic Officer were reclassified as Vice Presidents. This increased their workload and responsibilities, but also increased efficiency at the institution.

The position of Vice President of Career/Transfer Instruction was filled in April 2001 and the four division deans will report to that office. The Dean of Arts/Communications/ Social Sciences will return to one job (whew!)--that of running the division.

Financial productivity occurred with the elimination of the office of Vice President of the college and realigning Vice Presidents for the specific areas of the college. Namely, Student Services, Career/Transfer Instruction and Finance. A stipend paid for duties and responsibilities of the Interim Vice President of C/T Instruction reduced administrative personnel costs and the work for that office was completed without any interruption to the college.

Lake County

Best Practice Administrative / Financial Productivity

The Implementation of a Self-Perpetuating Energy Conservation Program

This program, as an alternative to performance contracting for energy savings, will utilize multiple funding sources to facilitate energy conservation measures that will result in savings of approximately $400,000 annually upon full implementation. As the energy conservation measures are implemented, using set aside funds, savings are captured and rebudgeted to fund additional energy conservation measures and to reimburse the funds used to create reserves for the capital expenditures. The cost reduction will create an ongoing cashflow to be used for other college needs to respond to changing priorities. The full implementation of the program is on a seven-year schedule beginning in 2001.

Goals of the Program:

Reduce consumption for campus facilities by $400,000 annually. The savings are used to first reimburse the funds that were set aside to pay the upfront capital expense and then be used for other capital or college priorities.

Funding Sources:

Sources for this program include capital funds, grant funding, Life Safety Project funding, Capital Renewal funding, and savings from energy conservation measures. Funding does not depend on general operating funds.

Energy Conservation Measures:

Energy conservation measures have been identified that maximize savings. These measures have payback periods ranging from three to six years. They include campus lighting upgrades, boiler replacements, temperature control upgrades, central heating/cooling plant, adding thermal pane glass, installation of high efficiency motors, building insulation, and replacement of package rooftop heating/cooling units.

Advantages of Program:

This program is similar to Performance Contracting but has some advantages that include:

- Profit, overhead and risk factors that would otherwise be compensation for a Performance Contract Provided/Contractor are all savings used to acquire more energy savings measures.
- The program improves the college control over how buildings are used. The alternative performance contract or guaranteed savings contract limits flexibility.
- The implementation of energy conservation measures is not structured to specific measures and can be on a more flexible schedule.
- The program does not use installment debt as the basis for financing.
- The payback is shorter than a traditional performance contract which speeds up the timeline for a return on the investment.

Lake County

Best Practice Academic

New Faculty Institute: Lining People Up For Success

Similar to many community colleges across the nation, between 1998 and 2008 the College of Lake County will retire approximately 50% of its full-time faculty. Newly hired faculty at the college have diverse backgrounds and experiences. Regardless of background, all must adjust to the College of Lake County's diverse student population and for the first time manage faculty workloads.

An assessment project provided critical information regarding the professional development needs of new faculty. The results of the evaluation verified the need for a New Faculty Institute which introduced new faculty to the college community and gave them a more in-depth description of what the college expected of them from their first day of work.

The New Faculty Institute (NFI), beginning fall 1998, responds to these challenges. Its mission is to provide professional development support to new faculty by introducing them to the college and the teaching profession, as well as to strengthen the teaching skills of the new faculty.

The New Faculty Institute serves as a springboard for new faculty to introduce them to the college community and its procedures, processes and policies; increase their leadership skills as faculty members and curriculum developers; develop their student recruitment and retention strategies and strengthen their commitment to the teaching and learning process.

The New Faculty Institute has three separate elements. New Faculty Orientation requires an intensive three-day orientation for all new full-time faculty prior to regularly scheduled Fall Staff Development Week. In addition, new faculty are required to participate in weekly professional development seminars during their first semester at the college. These seminars involve participants in the continuing debate about how to improve the quality of undergraduate education by focusing on four specific units: students, teaching and learning, curriculum and community college mission and history. The seminar hopes to assist participants in practicing critically reflective teaching. Faculty develop and share a teaching portfolio at the end of the seminar. Informal activities are also scheduled to introduce faculty to essential personnel on campus. Finally, all new faculty attend a national faculty development conference together. The New Faculty Institute is in its third year and has been an overwhelming success in helping 43 new faculty adjust to the college environment and strengthen their teaching skills for a diverse student population. New faculty believe that their participation has helped them feel more connected to their colleagues, to their departments and to the college. The College of Lake County supports the New Faculty Institute because the new faculty will be better trained to create a learner-centered environment for students.

Lake Land

Administrative Best Practice

During the past decade, Lake Land College has become recognized as a leader among community colleges in its use of technology. The College was one of the first Illinois community colleges to offer interactive television and online courses to its students. It has continued its leadership in its application of technology by implementing an Internet Registration and Information System (IRIS) and by modifying many of its paper standard forms to an electronic format and placing them on the campus' computer network shared drive. These improvements offer a more cost effective and time savings manner to both students and faculty and staff.

The installation of IRIS better accommodates the needs of its online students and the students it serves in its 4,000 square mile district. Students are no longer required to stand in long lines to register for classes but may register from the comfort of their own homes. IRIS allows students to complete more than class registration online. They may also check for open and closed classes, print a copy of their schedule or unofficial transcript, and check their grades through IRIS.

During the Summer Term 2000 students were introduced to Lake Land College's IRIS on a limited availability. Students going through orientation registered for their classes on IRIS. It was opened to the general student population in September 2000 with the first advanced registration held in November. Almost 1,300 students registered the first week of spring registration. This amounted to 55 percent of the students who normally register the first week of registration. During this first week, computers located on the upper floor of the Learning Resource Center were reserved for Internet registration and staff assisted anyone having trouble registering. Overall, students experienced little difficulties in using IRIS. Beginning fall semester, online payment of tuition and fees will be test piloted and will be opened to all spring semester 2001 students.

The conversion of several college forms and placing them on the shared drive of the College's computer network has offered convenience and a time savings to employees as well as reduced the cost in printing and paper usage. Now provided on this network are newly created or updated one- and two-part forms that assist employees of the College. They include mileage forms, time sheets, employee action forms, employee evaluations, and other forms such as textbook requests, budget transfers, employee absence, academic integrity, accident reports, grade changes, incomplete grade requests, and academic referral forms. A more detailed explanation of these forms follows. **Electronic Mileage Forms** include calculations to total all of the employee's reimbursements. If reimbursement amounts are changed, the form is corrected to calculate correctly. There is also text provided that explains the College's policy on mileage and other reimbursements. A hyperlink is also provided to take the user to the online policy manual. **Time Sheets** for all four types of employment are now included. A drop-down menu in Excel allows the user to enter the start time and ending time, and the form calculates the number of hours worked. **Employee Evaluation Forms** provides a five-level scale to rate the employees' work performance. A drop-down menu in Excel allows the supervisor to click and choose the appropriate level for each area of evaluation. The **Employee Action Form**, a four-part form, was a major undertaking for the campus. Any employee of the college must have this form complete in order to receive payment. This form has been created to allow for the approvals and signatures from the employee's supervisor, vice president, the College Treasurer, and the President of the College. Security features have been established to ensure integrity of the form for its printing. The program also has provided opportunities to generate reports electronically that in the past would have been tabulated manually. **Other Forms** included textbook request, budget transfer, employee absence, academic integrity, accident, grade change, incomplete requests, and academic referral forms.

LEWIS AND CLARK COMMUNITY COLLEGE
2001 ACADEMICS BEST PRACTICE REPORT

The Mathematics faculty have been researching their own students' learning in mathematics courses at Lewis and Clark Community College. They want to know what students are learning as a result of completing mathematics courses. Their aim is to collect evidence on what, how much, and how well students are learning mathematics, in order to help them better prepare to succeed in the next higher-level classes and in the world beyond the classroom.

Informed by the evidence of their students' learning, the mathematics faculty have begun experimenting with the use of interactive technologies and nontraditional teaching strategies to improve student learning. The problem of student underpreparedness in mathematics is dramatic. At least 92% of all new, entering freshmen are underprepared for college-level mathematics courses, and only 41.3% pass their mathematics core courses with an A, B, or C grade on the first attempt. To improve mathematics learning, two Lewis and Clark faculty propose to develop four online mathematics courses for both Lewis and Clark and partnering high school students. In the College's seventeen feeder high schools, qualified and trained mathematics teachers will facilitate online courses in the high school computer labs, while Lewis and Clark faculty teach the courses online. The student participants will be a subset of those who place into Pre-Algebra, Elementary Algebra, College Algebra, or General Education Statistics.

The Mathematics Department has purchased *MathType* software, which is the basis of Microsoft Office 2000's Equation Editor. This software will allow faculty more control over the formatting of mathematical expressions. This software will also promote formatting mathematical expressions online. All of the faculty will experiment with web-enhancing their courses even as two of the faculty teach web-deliver two courses.

The expected results from the experiment in web-delivering mathematics courses is to increase to 60% the proportion of students who succeed (grade of C or better); increase the number of high school and Lewis and Clark math faculty who actively use computer technology, multimedia and the Internet in their teaching and their students learning of mathematics; and to increase access to mathematics courses for distance learners, including high school students by 200 students with the addition of four online courses by spring 2003.

In addition to this action research project, two different mathematics faculty are completing training in the use of Classroom Assessment Techniques (CATs) and plan to train their peers in these techniques in January 2002. Just as they hypothesize that instructional technology will improve student learning, they hypothesize that the use of CATs will help them to improve the quality of student learning. They will use CATs to find out what students are learning in the classroom and how well they are learning it. This approach is learner-centered, teacher-directed, mutually beneficial, formative, context-specific, ongoing and firmly rooted in good practice.

LEWIS AND CLARK COMMUNITY COLLEGE
2001 ADMINISTRATIVE AND FINANCIAL PRODUCTIVITY IMPROVEMENT BEST PRACTICE REPORT

In 2000-2001, Lewis and Clark Community College improved productivity and cost-effectiveness by implementing an electronic purchase order system.

The electronic purchase order system allows purchase order requisitions to be processed internally faster. The College is then able to send the purchase order to the vendor more quickly and to receive the order more promptly, benefiting all departments of the college. The new electronic system eliminates duplication of the requisition having to be re-keyed into the mainframe system, waiting until the end of the day for the purchase order to be printed on the mainframe printer, then being mailed the next day, and the expense of the purchase order forms. The purchase order is printed at a local printer on "sets" of colored paper.

The electronic purchase order system was developed in Lotus Notes as a database. A hierarchy of account numbers and approval levels was developed. Since all employees have Lotus Notes on their desktops, any employee can create a requisition. The hierarchy directs the notification process, which lets managers and administrators know by e-mail when they have a requisition waiting for approval. After the final approval, the requisition is sent by e-m[illegible] the purchasing department for processing. The requisition can also be rejected. If an [illegible]over rejects the requisition, a message is sent to the employee who created the request. There is a comment section for special instructions to the purchasing department. A second database is populated with mainframe based vendor information and is updated daily. The system comprised of the Lotus Notes database and the e-mail notification has eliminated the delays caused by the campus mail service and the old-fashioned "walking" a requisition around campus for approval.

At present, Lewis and Clark Community College is processing 95% of their purchase orders through the use of the electronic purchase order system.

Lincoln Land

Results Report - Best Practice

The Center for Excellence in Learning and Teaching (CELT):

On January 29, 2001, from 3:00 to 5:00 p.m., Lincoln Land Community College's Center for Excellence in Learning and Teaching (CELT) debuted amidst instructional technology and best classroom practices displays, a variety of refreshments, Celtic music, over 100 curious college participants, and one faculty member dressed in full Scottish military dress complete with tartan and kilts. The CELT story, however, began months before this grand opening.

In July of 2000, the President charged the incoming Chief Academic Officer with the task of creating a center for teaching and learning at the college. The CAO subsequently assembled the two professional coordinators employed in the LLCC Instructional Technology Center and the Information Systems Officer to discuss the mission and composition of such a center. After a series of meetings which extended into the fall term, the group arrived at this statement of purpose:

> "The Center for Excellence in Learning and Teaching (CELT) is designed to assist in improving student learning by offering the following faculty services:
>
> - An Instructional Resource library
> - A 'Think Tank' which networks an evolving conversation on learning and teaching
> - Workshops exploring innovative teaching methods and important academic issues
> - Hands-on instruction in and support for instructional technologies and distance education
> - A research center processing data related to assessment of student learning
> - Coordination of faculty mentoring activities
> - Recognition of outstanding faculty development activities.
>
> CELT will manifest itself at LLCC in two ways:
>
> - Physically, on the Springfield campus
> - Virtually, on the web.
>
> In this fashion, all Lincoln Land employees, anywhere and at anytime, can participate in our diligent efforts to improve student learning."

With a reorganization of original CELT members and with the addition of more, CELT now boasts of having

- a Director
- a faculty liaison to CELT (compensated)
- an Assessment Data Officer
- an Instructional Technology Specialist
- a Distance Learning Coordinator
- a Multi-Media Specialist.

Lincoln Land - Page 2

CELT reports directly to the Vice President of Academic Services.

Lincoln Land - Page 3

In the first six months of its operations (January to May 2001), CELT hosted

- Seven workshops on teaching and learning
- Seven hands-on technical workshops
- Three professional development conferences
- Two faculty development conferences
- One open forum.

These twenty CELT-sponsored activities had 183 participants, each one submitting a satisfaction and suggestion survey at the end. CELT thanked the college's faculty by sponsoring a free picnic on the beautiful afternoon of May 9, 2001.

Plans for FY 2002 include

- Establishing workshops specifically for new faculty
- Assuming the planning and organization of the college's Professional Development Day each semester
- Publishing a quarterly newsletter
- Creating a series of kudos and rewards for excellence in teaching
- Expanding facilities.

With the popularity and success that CELT has enjoyed in its first year, there is no doubt that it will continually improve. In turn, this improvement in CELT will prompt an improvement in student learning at the college.

The Integrated Institutional Planning and Budgeting Process:

The LLCC Institutional Assessment and Planning Philosophy, adopted by the Board of Trustees in January 2001, provided the framework for the annual planning and budgeting process. The Planning and Budgeting offices jointly facilitated all workshops and meetings. After the initial Planning/Budgeting workshop in January, unit leaders worked within their individual units to identify and prioritize objectives with their anticipated budget implications. These prioritized objectives were forwarded through the chain of command, culminating with their receipt by the top-level administrator of each division. At each level of leadership, a collaborative review was conducted, opportunities for discussion and revision provided, and the objectives were again prioritized. Again at each level, the goal was to arrive at a consensus of those objectives whose achievement would accomplish the greatest good for the greatest number. Finally, all leaders within divisions met to determine divisional priorities, or timelines. The divisional priorities were forwarded to the Planning and Budgeting offices for compilation into the first draft copy of the planning and budgeting documents.

Concurrently, the Board of Trustees was engaged in a process identical to the one occurring inside the college. Trustees identified the issues critical for the college to address prior to an initial Board Planning meeting on February 15. At the meeting, the issues were shared and it was determined that the Trustees' critical issues paralleled those

of the college at large. What remained was for the Trustees, in concert with members of the Executive Team, to begin the objective writing process. The Board's objective writing process re-convened on March 20 allowing for consensus on priorities to be reached. A final planning session on the evening of March 28 allowed a period for final comment, review and revision.

The next step in the planning component of the planning/budgeting process was to attempt to meet the standard of "the greatest good for the entire institution". On March 28, the college's 60-plus member administrative team was divided into multi-disciplinary teams, each with the assignment to review and prioritize ALL objectives, including those written by the college's Board of Trustees, within a specific target area. A representative of each of the college's three divisions was selected to facilitate the teams and to act as an "expert/advocate" for his/her division's priorities. The groups were instructed that the final prioritization should reflect the greatest good for the entire institution. The teams met for three hours on the first day and several times during the next week. The final recommendations were collected and distributed to **all college employees** for review and comment. An invitation was extended to the **entire college community** to attend a Planning/Budgeting workshop on April 10. Representatives of the faculty and all segments of the staff were invited and did attend this workshop providing the final input, discussion, and clarification for the 2001-02 planning process. The resulting final draft of the Integrated Institutional Plan and Budget was approved and adopted by the Lincoln Land Community Board of Trustees for implementation during FY02.

Logan

Best Practice - Administrative and Financial

The John A. Logan College Technical Implementation Committee (TIC) was formed to institutionalize the computer network and make recommendations pertaining to new technology. As the committee's initiatives were developed and implemented the need for a comprehensive technology plan became apparent. This plan was updated one year ago and focuses on the College's ability to maintain a reliable, user-friendly computing environment.

John A. Logan College has based its hardware and software usage on proven standards. Personal computers are specified by component and then packaged together before being released for bid. High quality, easily replaceable components are specified using such industry standards as Asus motherboards, Intel processors, and Western Digital hard drives. The computers have a minimum one-year warranty. Because there are no proprietary components, the computers are readily reparable long after the warranty has expired.

Personal computer systems are replaced on a rotating basis every four years. The College finds this to be the optimal period of time before the software required by users outgrows the hardware. The College's standardization using Windows operating systems helps to ensure uniformity within the whole campus. This means that standard software packages which are widely used and readily available can be employed. User friendliness becomes a derivative of this formula.

By using standardized components in both hardware and software, not only can cost-effectiveness be achieved, so can a high amount of user friendliness. Since newer Windows operating systems replace older versions, newer versions of well-known and previously used software can also be installed simultaneously with the hardware. Thus, acquiring a new computer merely enhances the student or employee's computer experience without requiring down time, loss of data, or an unwanted learning curve.

By following the replacement cycle outlined above, the College is able to offer instruction on the latest in software and hardware advancement. Since academic computer labs with the most recent computing technologies are used to implement the newest programs, the College will not have its hardware outstripped by its software demands.

The College follows much the same methodology in its networking as with its personal computers. Standardized networking components such as hubs, switches, and network interface cards are utilized. These components are upgraded on a timely basis. Network operating systems are maintained and regularly upgraded, as are servers. The College supports standardized browser and E-mail software.

The Information Systems department is staffed with a variety of positions that include specialties in networking, PC maintenance, and software support. This affords the College a reasonable way to service the needs and future directions of faculty, staff, and students.

In bringing all the above stated philosophies together and putting them into action, John A. Logan College is able maintain a reliable, user-friendly computing environment.

Logan

Best Practice - Academic

The following is a description of the workforce and community education facilities for John A. Logan College. The criteria for the complex were developed by direct communication and interviews with the College administration, staff, faculty and users, observation of existing College facilities, and investigation of relevant planning data from other sources. The program represents a collective decision by John A. Logan College as to those facilities most critically required to meet enrollment increases and to continue providing quality educational programs.

John A. Logan College is the largest community college south of Belleville and Springfield and has been a significant factor in the rebuilding of the southern Illinois area. For example, the College provides training, retraining, customized business and industry training, continuing education, and adult education to over 15,000 people per year in the southern Illinois area. This is the single largest effort of its kind in the entire area. The Center for Business and Industry alone has grown from 300 students to over 12,000 in five short years. The academic and occupational areas of the College were the fastest growing in the State of Illinois for 25 consecutive semesters during the 1980's and early 1990's. In addition, continuing education has grown over 50 percent in the past two years.

While this growth has continued, the College has maintained a high-quality educational program that has been recognized throughout the state and nation. The College has received two excellence awards from the Illinois Community College Board, and has been rated the fifth best community college by one University of California study. The College has been recognized by the United States Department of Labor with a cash award and certification as one of the best adult education programs in the country, and has been consistently recognized by the Illinois Community College Board as one of the best performing community colleges in the state. Quantity is important to serve the residents, but quality is of more meaningful importance in many respects.

1. Community Health Education Complex: The Community Health Education Center Complex is vital to the southern Illinois area where there are so few cultural activities and opportunities for citizens. A community education center will be a significant asset to College programs, community recreational activities, and cultural events. Health care and health rehabilitation efforts will be enhanced throughout the southern Illinois area where there is currently an effort to combine hospital services to provide tertiary care in the area.

2. Workforce Development: Additional office space and meeting/conference space will accommodate the entire department of Workforce Development and a growing staff that is providing very diverse services, that, according to state and national projections, may be the growth areas of higher education for the next several years. By providing this space, existing classrooms will be re-instituted to teaching use again.

3. Construction Management: John A. Logan College is currently assuming the operation of a successful, high-demand program from Southern Illinois University at Carbondale. This program serves the entire state of Illinois. The College has no facility for the Construction Management program, which is an approved statewide program that will attract students from throughout the state. Such a facility requires classroom space that is somewhat unique.

4. Business and Industry Training Center: The College is in desperate need of space for the business and industry customized training center where ongoing training and retraining occurs for over 12,000 annually. This Business and Industry Training Center is where customized training and other support for the southern Illinois business and industry community will have some classroom space, both large and small, for representatives from business and industry to come to for training. The area will also require some large, flexible space for training that utilizes larger equipment and demonstration capability.

   Continuing education, which has grown over 50 percent in the last two years, desperately needs flexible space for diverse programs and activities ranging from recreational activities to insurance and banking schools, and real estate education and training.

   Adult education, including general educational development (GED), adult basic education (ABE), adult secondary education (ASE), and literacy programs have grown rapidly in the southern Illinois area, and the potential for more services in these areas is very pressing. Classrooms, laboratory facilities, equipment, and meeting areas are badly needed. GED graduates, for example, now comprise the second largest source of enrollment into regular college programs, a fact that indicates the need for pre-college training in the southern Illinois area.

   In conjunction with the Adult Education Programs, a center for the prevention of abuse and poverty in children is being proposed. This center will be housed on the John A. Logan College campus and be an outreach effort of the College in cooperation with the children's foundation. It is necessary to provide office space, meeting rooms, support space, and other facilities to be determined in the near future to support this center.

A total of approximately 63,000 square feet of space will accommodate these programs and activities making John A. Logan College the vehicle to be a major part of the transition of a defunct coal mining economy, to a service and information economy that will raise the quality of life in the area by a significant degree.

MCHENRY COUNTY COLLEGE'S BEST PRACTICE – THE ILLINOIS COMMITMENT

Academic Transformation

In 1999 the faculty and administration developed an Academic Transformation Committee that was supported by the College President. The purpose of this committee was to address the need for faculty to become more involved with the academic development, assessment, planning and budgeting at the College. The formation of this committee supported Goal B of the College's Strategic Plan: To Build and Maintain Programs and Services that Incorporate "Best Practices" Models and Respond to Growing Pressures for Change Coming from Government and the Public.

Several challenges to this change process developed. Some of the faculty were reluctant to accept an expanded role in college governance. There was initial resistance from the current Curriculum and Academic Policy Committee members. A concern was expressed by many about the coordination between Program Review and Assessment processes and activities. In addition, the process for determining faculty membership on the proposed new Council and appropriate recognition for the time and responsibilities was of concern. These concerns were heightened as the current committee structure was addressed in the faculty contract and negotiations for a new contract were underway. The proposed changes needed to be addressed in negotiation process and result in a change in contract language.

After many discussions the faculty adopted a new governance structure in summer of 2000, with supportive language reflected in the new faculty contract. A Curriculum and Academic Policy Council (CAPC) was formed with five standing committees. The standing committees serve to assist the CAPC in accomplishing its identified goals and objectives by considering and making policy and procedural recommendations to the CAPC. The five standing committees are: Faculty Development, Assessment of Student Needs and Outcomes, Technology, Curriculum Development and Review and Curriculum Promotion and Renewal. The standing committees have made several recommendations to CAPC during the academic year. These recommendations have and will continue to improve the quality of processes and procedures for course development, program review, staff development, technology advancements and strategic plan development.

As a result of recommendations it was decided that an Office of Assessment was needed. It was further recommended that the office needed a full time administrator committed to addressing issues of assessment and coordinating the assessment of student learning and assessment in many service areas of the College. The recommendation was made to the administration and to the Board of Trustees. The Board of Trustees approved the position of Assistant Vice President for Assessment and Curriculum in April 2001, effective June 2001.

As a result of this academic transformation and the development of CAPC with five standing committees over 40 faculty and staff are now directly involved in college governance and the College will now have an Office of Assessment with an administrator responsible for assessment. This transformation was accomplished through the joint vision and leadership of both faculty and administration in response to the College's strategic plan and the need for change to reflect the goal of "best practices."

MCHENRY COUNTY COLLEGE'S BEST PRACTICE – THE ILLINOIS COMMITMENT

Manufacturing Management Program

In the fall of 1995, McHenry County College brought together a team of faculty, administrators, and business executives to develop a Manufacturing Management program that would address the needs of business and industry. The faculty included instructors from the liberal arts and sciences as well as members of the occupational education staff. The initiative was endorsed and watched closely by the top administrators at the College.

There are several things that make this program unique. Faculty members are working with other instructors from different departments to develop curriculum. The course work is integrated both vertically and horizontally. A liberal arts or science class is integrated with an occupational class almost every semester. Once the student has been taught a skill set they are expected to perform those skills in subsequent semesters. In addition, business and industry partners provide input to developing the curriculum.

The goals of the initiative are to prepare incumbent workers for the workplace of the future. Business and industry want their employees to learn a particular set of skills from our program that they are not able to provide effectively for their employees in the work place. Those skills include flexibility, organization, team building, communication, critical thinking, problem solving and decision making.

The students work full time for various employers in the McHenry County College District so they need a part-time program that fits into their busy schedules. The College offers two classes per semester for the Manufacturing Management student that meet one evening per week. The students attend class in cohorts allowing them to have a built-in support system of co-workers and/or fellow students. A student can earn an Associate of Applied Science degree in 4 years or less. Cohorts meet on-campus or at one of four off-site locations at various work sites around the district.

In the past five years, over 200 students have been enrolled in the Manufacturing Management program. More than 70% of the students have earned one or more certificates. A total of 64 students have earned an Associate of Applied Science degree for a completion rate of 58%. Approximately 90% of the graduates plan on continuing their education to earn a bachelor degree. More than 80% of the students have received one or more job promotions that they feel resulted from attending our program.

The program has the support and assistance of 22 local area manufacturers. The Manufacturing Management program has enabled area employers to retain good employees that they probably would have lost to organizations outside of the district

who offer larger salaries. It has also improved the quality of the workforce in the county because even those who have attended classes but did not complete a certificate or degree have improved their soft skills and their marketability as an employee.

This model has been replicated at McHenry County College three times. We offer a similar program in Office Systems Technology, Plastics Technology and have developed a program in Business Management that will be offered in the fall of 2001. Other institutions could replicate this model if they are able to secure money to help pay for the initial curriculum development, advertising, and meeting expenses. They also need the cooperation of the various departments involved in the initiative. Local area business and industry partners are extremely beneficial as well. Commitment from the top administration at the institution is essential to insure cooperation from the various departments within the college.

Moraine Valley

Academic Best Practice at Moraine Valley Community College
COL-101 and First-Semester Student Support

In fall 1995, a task force involving faculty and student development professionals was commissioned to study the potential impact of a freshman seminar on the quality of student learning at Moraine Valley. Specifically, the task force was asked to study a freshman seminar in response to the college's concern about student retention and academically underprepared students, many of whom lack essential academic skills and knowledge about higher education. Based on recommendations of the task force, a COL-101 pilot course was implemented in fall 1996; the course became a college requirement for all new full-time students in spring 2000.

COL-101, College: Changes, Challenges, Choices, is a one semester-hour course designed to increase student retention and academic success. The course focuses on the issues that individuals face as new college students and provides ongoing peer and instructor support to students throughout the critical first semester of college. Through self-exploration and group interaction, the course facilitates students' academic and social integration into the college environment and helps students build the skills necessary for success. COL-101 is a campus-wide initiative. During its first full year of implementation, faculty and administrators from across campus participated in the required COL-101 teacher training and taught 117 sections involving 2,094 students.

COL-101 is the centerpiece of a three-part integrated, intrusive first-semester student support program that allows the college to reach out to students who may not individually seek assistance. The three-part program begins with a required one-day pre-semester *Student Orientation And Registration (SOAR)* program taught by academic advisors and counselors. SOAR focuses on preparing students for their first semester and includes informational sessions, small group discussions, review of placement test scores, utilization of the SOAR Web page and individual assistance with registration. First semester enrollment in COL-101 is the second part of the integrated program.

Part three of the first-semester student support program is integrated into the COL-101 course and involves each student's development of an individualized *Master Academic Plan (MAP)*. To develop their MAPs, students in each COL-101 class participate in educational planning sessions taught by academic advisors. In the planning sessions, students learn about resources available and are provided assistance in determining educational requirements according to their intended college major and career. Each student must submit a completed MAP as part of the COL-101 requirements.

Preliminary research conducted for new, full-time fall 2000 Moraine Valley students showed that students who successfully completed COL-101 during their first semester earned higher first-semester grade point averages (2.75) than their peers who did not enroll in or successfully complete the course. Successful COL-101 students also completed a higher percentage of the credit hours in which they enrolled during the first semester (86%), and were more likely to continue their enrollment to the spring semester (91%).

Moraine VAlley

Administrative Best Practice at Moraine Valley Community College
Faculty Recruitment and Orientation

Since 1998, Moraine Valley has achieved considerable success in integrating advanced strategies for faculty recruitment and orientation into the culture of the college. As a result of the increased number of retirements of faculty and administration, Moraine Valley embarked on an effort to enhance faculty recruitment and orientation with the express purpose of improving the productivity and accountability of the college.

The college's strategic planning initiative called for the formation of a task force. The aim of this group was to identify improvements needed in the faculty recruitment and orientation process while fulfilling state goals and retaining a learning-centered focus for the college. Additionally the hiring of five new academic administrators was viewed as a positive initiative to strengthen and improve college operations.

Based on task force recommendations, Moraine Valley has implemented a plan for faculty recruitment and orientation that addresses college needs and diversity recruitment efforts. The four major goals of the plan include: (1) creating a marketing plan, (2) establishing a hiring process for faculty, (3) advancing the Faculty Orientation program, and (4) developing the Administrator Orientation program.

The marketing plan for faculty is aimed at attracting faculty who are committed to and knowledgeable of learning-centered education. Marketing has been expanded to include on-site visits to graduate schools, Internet advertising, and recruitment mailings to Chief Academic Officers of Illinois colleges, Vanguard Learning Colleges Representatives, job placement and career centers in Illinois, and minority colleges and universities.

The college has also established criteria beyond teaching competence and knowledge of subject matter for faculty participating in the hiring process that addresses the use of technology and the employment of innovative teaching and learning strategies to meet diverse student needs. Candidates for faculty positions are required to present a teaching demonstration and to prepare a written statement explaining what learning-centeredness for an institution means.

Based upon the need to address the retention, growth and professional development of faculty, the Faculty Orientation program was expanded to assist new faculty in becoming acclimated into the college and its culture. The three-year process begins by providing new faculty with information about the college, its student populations, and campus services. Mentors are assigned to new faculty members to help in their adjustments to the college. The second and third years are devoted to the improvement of instructional skills and the revision of course delivery techniques to enhance opportunities for student success. Similar to the Faculty Orientation Program is the Administrator Orientation program and a proposed program for adjunct faculty recruitment and orientation.

These advancements have resulted in the selection and preparation of faculty and administrators with the skills essential to impacting student success in the Moraine Valley learning-centered environment.

Morton

Part III – Best Practice: Academic

Restructuring Developmental Education

As a higher percentage of American high school graduates choose to pursue postsecondary education, community colleges with their commitment to open access, are serving an increasing number of under prepared students. In an effort to provide the necessary support and instruction for these students, MC is in the midst of restructuring its offerings in developmental education. The goal of the new program is to enable students to complete the required developmental courses in a shorter period of time while maintaining the high academic standards that are necessary to ensure student success in the college-level curriculum.

Beginning in fall semester 2001, MC will offer a two-semester developmental course sequence in English that will integrate both reading and writing. The class will meet for six hours each week and will be an intensive study that is intended to prepare developmental students for English 101 in one or two semesters. For the first semester that the new course is offered, three full-time faculty will each teach a section of the course using different teaching methods and materials but focusing on the same outcome measures. They will meet weekly to discuss which methods and materials are most effective for which course objectives. In this way, they will be able to design a curriculum that is exciting and will optimize student learning.

Another strategy that will be used for developmental instruction will be the twelve-week or late start class. Students whose placement test results fall near cut scores will be given the opportunity to enroll in a special section of the indicated math or English course that will be designed to bring the student's skills to the next level in the first four weeks of class. Students will be given an opportunity to retest at the end of the four-week period and move into a twelve-week section of the next higher class if they are prepared to do so, thus saving them a semester of time and money.

This same idea will be extended by modularizing the developmental mathematics curriculum. Each course will be broken down into four to six specific content areas. If placement test scores indicate that a student is weak in only one or two areas, students will be provided with an opportunity to complete computerized modules in order to remediate missing skills and move directly into a higher-level class. This will prevent students from having to sit though sixteen weeks of instruction when they already know much of the material.

Developmental learning communities will be offered as a course option beginning in fall 2002. These will be designed for full-time students who place into both developmental English and mathematics. The goal of the learning community will be to provide support and contextualized leaning to enable students to successfully complete all developmental requirements and at least one general education requirement in two semesters. In addition to taking English and mathematics both semesters, the students will be offered a study skills class during the first semester and a general education class the second semester. The coursework will be integrated to provide a contextualized learning strategy to increase student interest and success. One classroom will be dedicated to the learning community and made available to students for study groups as well as tutoring and counseling sessions throughout the semester.

Morton

Part III – Best Practice: Administrative or Financial

In fiscal year 2001 the college has implemented or started four initiatives that can be considered "Best Practices" for administrative or financial productivity improvement.

- The first initiative was designed to help contain rising health insurance costs. By working through an insurance broker and having open communications with employee groups, we were able to redesign our insurance coverage. The redesigned coverage helped reduce costs by approximately $175,000 per year.

- The second initiative involves the budget planning process. In the past, paper reports were sent out to all departments to collect their budgets for the next fiscal year. This year spreadsheets were used instead of paper. This process allows the business office to batch inject it into our online system reducing keyboard entry work. The ability to process the numbers increased since the data was already in an electronic format and could be used immediately.

- The third initiative has not been implemented yet but the college is in the process of acquiring a software package to reduce paper reports. This is an effort to be more environmentally responsible and to save costs. The software package will be able to route all reports to the appropriate users once the print job is executed. This feature will help reduce the time it takes to distribute needed reports.

- The fourth initiative is targeting jobs that use multiple reports and requires key entry into our online system. The goal is to process more information in databases that can then be used to batch inject data directly into the online system.

Oakton

BEST PRACTICE – ACADEMIC
Education to Careers Internships and ESL Instruction

Rationale for Program: As part of its Education to Careers Program, Oakton arranges paid internships for students. This year 63 students found internships at over 22 different companies. The company with which they interned subsequently hired many students. During the Fall 2000 semester, it became apparent to the College's Education to Careers Program Manager, who leads this program, that a number of students having high technical competencies in their area of career study were thwarted in experiencing career exploration opportunities because of their language deficiencies. Although impressed with skill competencies, employers were hesitant to work with students who have difficulty answering and asking questions and, perhaps, interacting with work colleagues. To address this concern the College developed a special program to meet the language needs of these students.

Program Description: The program comprised a series of workshops taught by a full-time English as a second language (ESL) faculty member. Associates from Oakton's Career Services department and industry professionals assisted the instructor in promoting relevancy to topics covered in the workshops and providing follow-up and support at the conclusion of the formal program. Program objectives included:

- Providing program participants with an opportunity to improve their understanding of the business culture of today and those language skills so essential in achieving success in this business culture;
- Assisting program participants in securing off-campus cooperative education experiences that link classroom theory to practice and promote future employability; and
- Engaging employers as active partners in providing career awareness and exploration opportunities for program participants.

Program participants had to meet specific criteria to be involved: 12-15 credits in their major area of study, minimum 2.5 grade point average, recommendation from dean or department chair, and qualification through a series of ESL assessment tests designed specifically for the program and through personal interview.

Results: Ten students participated in the 12-week pilot program and nine students completed the program. Coming from Russia, China, Korea, Pakistan, Nigeria and India, these students were enrolled in the College studying web programming and design, business management, database management and network administration. To date, of the students who completed the program, four students have secured paid internships in their major fields of study. The remaining five students are more confidently interviewing for future internship opportunities. Students found this unique learning opportunity very valuable. Some of their evaluation comments include: "This program helped me feel more sure of my potential." "These workshops taught me how to interview and how to prepare for interviewing questions and answers."

Student Appreciation: In May the College recognized all employers participating in the ETC internship program. Students in the ESL program were invited as well. During the event students gave a brief presentation at which they acknowledged and expressed their thanks to Lynn Seinfeld, ETC Program Manager, and Virginia Gibbons, ESL instructor, who were most instrumental in developing and implementing this special program. The warmth and sincerity of the students' comments touched all those in the room and brought to life the very real value of this exceptional initiative.

Oakton

BEST PRACTICE – ADMINISTRATIVE OR FINANCIAL PRODUCTIVITY IMPROVEMENT
Telecommunications Operations

Oakton has made a number of changes in its telecommunication operations that resulted in substantial savings and quality improvements. Changes can be grouped into four parts.

1. Extensive research resulted in the College changing the local telephone provider from Ameritech to Focal Communications. Changes were transparent to end users and all current phone numbers could be retained. The College receives a rebate of $.005 per minute on outbound 800 calls. Calls to information (411) dropped from $.95 to $.35 per call. Savings of $39,590 are realized annually. Previously it would regularly take two or more hours to obtain customer service; currently service is provided within 30 minutes.

2. The College terminated its service contract and moved to a self-maintained process for its PBX equipment. Savings of $39,900 are realized annually. Previously there was a daylong delay before service was provided; currently College staff respond to service calls almost immediately.

3. All telephone additions, moves and changes are handled totally in-house, including programming, wiring, testing and terminations. Savings of $15,000 are realized annually. Previously a 10-14 notice was required to schedule these actions; currently College staff respond within two days. In addition, the quality of service is markedly higher and more responsive to customer needs.

4. In the fall of 2000 Oakton upgraded 155 faculty telephones from analog to digital technology. Work was accomplished completely in-house, including instrument replacement, wire terminations, programming, testing and training. Savings of $28,000 are realized annually. Telephones are feature-rich and include message waiting lights, individual voice mail, individual telephone numbers (previously faculty sharing offices also shared a number), and easier call transfer/call forwarding.

5. After extensive research, the College changed long distance providers from U.S. Sprint to Focal Communications. Savings of $8,500 are realized annually. Changes were transparent; for example, individual account codes remained the same.

In summary, the College realized a savings of $130,990 annually, improved the quality and timeliness of service, and accomplished changes transparently and with little disruption of service.

In addition, the College generates revenue through its agreement with SpectraSite Communications to have its cell tower located on Oakton property. The company pays the College $19,500 in lease fees.

Parkland

Online Web Tutoring with Classmate – An Academic Best Practice

With thousands of students now learning via the Internet, there is an increasing need for web-based peer tutoring systems. Most of the tutoring services currently available are costly and not very reliable. Classmate (http://216.125.250.54/index.html) is a web-based tutoring system that uses student tutors and faculty members to answer student's questions synchronously (via live chat rooms) or asynchronously (via t-mail) on the Internet. In addition, students can query their peers regarding classes on the Classmate bulletin board.

Classmate provides **free** peer and faculty tutoring in a variety of subject areas including Math, English, Social Sciences, and Science to **any** Illinois college student in the state. Classmate is the brainchild of the virtual learning departments at Parkland and South Suburban Colleges. South Suburban College wrote the original grant (IVC) and is now joining with Parkland to continue development and to maintain the tutor program. Classmate employs 25 tutors representing 18 community colleges in Illinois. At the end of the Spring 2001 semester, there were 643 students registered in the Classmate system. There have been 5,342 log-ins from September 2000 through May 2001. Students requested tutoring in Biology, Business, Chemistry, Economics, English, French, History, Literature, Math (most popular), Psychology, Sociology, and Spanish. The system averages at least 220 hits per day Monday-Friday. For additional information, please e-mail the Classmate Project Coordinator, Dr. Marsh Wilkinson Jones. (mjones@parkland.cc.il.us).

Online peer tutoring is a unique innovation that is consistent with four of the goals stated in the *Illinois Commitment.* First, one of the unique aspects of the project is that the faculty-tutor-student interactions are not limited to one institution, as is often the case with traditional methods of peer-tutoring. Classmate tutoring is open to anyone at an Illinois college, and tutors are from any Illinois institution. Through this more open exchange of these faculty-tutor-student interactions, *teaching and learning is improving at all levels (Goal 2).* Second, the service is free, and therefore does not *deny students from a college education because of financial need (Goal 3).* Third, traditional, institutionally based peer tutoring systems are known to be effective in *increasing retention (Goal 4)*, and an on-line system should be able to increase those opportunities. Traditional systems are limited to staff and student availability, however the on-line system operates continuously, allowing for students to pose questions when they need it. Such a system should improve retention, especially in diverse populations where there is a greater likelihood of non-traditional programming. Last, on-line systems are generally more *cost-effective and productive (Goal 6)* by consolidating resources across institutions.

Parkland

Online Scheduling and Registrations – An Administrative Best Practice

FY 2001 was the first year Parkland College offered online scheduling and registration to its students and staff. These software systems, developed by the Administrative Support Staff of the Campus Technologies Unit, enable a student to the student to specify which courses he/she wants, and which days of the week and times of day he/she can attend. The online system then generates all possible schedules that meet these criteria, and the student selects one. A single click then registers the student for the classes that make up the chosen schedule. **Parkland College is the only community college that offers online schedule creation.** Students can download the software from http://www.parkland.cc.il.us/pc/2001/ypco.html, enabling them to register and develop their schedules from home via an Internet connection. Dedicated PCs are also available in the campus center for students to construct their schedules on-campus.

In the Online Scheduler a student selects site preferences (on-campus or including one of our area learning centers), instruction type preferences (whether or not to include Internet, Telecourses or Interactive Video classes), and day/time preferences. The student then selects their courses from drop-down menus, and the system generates all possible schedules with the given parameters. The system will not present a schedule with time conflicts or closed sections. Students can then alter their parameters and generate schedules until they find one they are comfortable with. Registration is as easy as pressing a button. Once a student is registered, he/she can make changes to his/her schedule through dropping and adding course sections. Furthermore, students can also look up account balances, financial aid and grades.

During FY 2001 1,824 students used the new online system to register for classes. This compares to a total of 22,003 in-person registrations. Since this was the first year of availability for the online registration system, we can expect the numbers to increase.

Online scheduling is a unique innovation that is consistent with three of the goals stated in the *Illinois Commitment.* Parkland's students often juggle personal, work and school schedules in order to meet their educational objectives. For many, working outside of school is a necessity. The online scheduler reduces the chance for all students to be *denied an opportunity for a college education because of financial need (Goal 3)* because it allows them to find a schedule that best fits their personal, work and class obligations. The ease of use of this system is likely to have an impact on enrollment as well. By making registration more customized, students spend less time in registration lines, and more likely to continue their enrollment, and hence *increase the number of citizens completing training and education programs (Goal 4).* The systems may also improve the diversity of these enrollments by eliminating barriers. On-line scheduling also *improves productivity, cost-effectiveness and accountability (Goal 5)* in the registration process. Productivity and cost-effectiveness is improved through the ability to simultaneously register many students rather than serve a few with in-person registrations. The electronic registrations also reduce the chance of human error in the registration process, improving accountability.

Prairie State

2001 Results Report: Prairie State College

Part III - Best Practice: Academic

Dual Credit Program for High School Tech Prep Students

For a number of years, Prairie State College has encouraged college-ready seniors in high school to enroll in evening, weekend and summer courses on campus. This year we decided to move in a new direction. Our eight public district high schools already offer honors and AP courses and would not welcome our offering dual credit in traditional academic courses. However, we saw an opportunity to expand our dual credit program by focusing instead on the career and technical courses.

Through the Career Preparation Network, which links Prairie State College to our district high schools, we had already articulated many of their career and technical courses with the introductory courses in our career programs. This year we created a dual credit program for those Tech-Prep courses. We have dubbed this dual credit opportunity our "AP program for tech students." Our career program coordinators met with their counterparts in each of the district high schools to ensure faculty qualifications and course comparability. The response of our high school colleagues exceeded our expectations. We had initially hoped to establish at least one dual credit course in four of our eight public high schools. However, due to the enthusiastic response of the high school Tech Prep faculty and administrators, we were able to establish dual credit courses in all eight high schools. In 2000-2001, 233 high school students successfully completed the courses and were awarded Prairie State College credit. In addition to significantly increasing the number of students enrolled in dual credit, this program also enhanced our communication and articulation with area high school teachers in the career and technical programs. An important part of this dual credit initiative was our new NetPrep program that we launched in Fall 2001. Students at Crete-Monee High School were able to take the first course in an eight-course networking certificate program at their high school.

The Accelerated College Enrollment grant (Illinois Community College Board), which provided money to support tuition waivers for high school students, was used to fund the expansion of our dual credit program. Grant dollars from a Special Initiative Grant in technology (Illinois Community College Board) and another grant secured by State Representative George Scully provided funding for the purchase of equipment and faculty training for the NetPrep program

We intend to build upon our successful dual credit program with district high schools. We anticipate adding new dual credit courses and increasing the number of student completers by 50%. We will continue to use funding from the ACE grant to support tuition waivers. We have also secured an additional grant from Representative Scully to facilitate our expanding the NetPrep program to Homewood-Flossmoor and Rich South High Schools.

Prairie State

2001 Results Report: Prairie State College

Part III - Best Practice: Administrative

Energy Savings Initiative

During the past year, Prairie State College has seriously approached the issue of energy cost-effectiveness. We have created an in-house campaign to educate all staff about the possibilities for altering behavior in only minor ways that can result in huge savings to the institution. The Board has approved a ten week experiment this summer to keep College operations open on a four-day week basis. The educational campaign, the four-day summer week, and better tracking of our energy resources, has seemed already to pay big dividends. Preliminary data suggests that we have avoided over $35,000 in energy costs since the first of the year.

Rend Lake

RESULTS REPORT 2001
Best Practices – Administrative/Financial

Textbook Rental

According to published data, students in the Midwest spend more than $668, on average, each year for textbooks and supplies. Assuming attendance at a public university, charging $4,300 for tuition & fees, this amounts to only 13.5% of the educational costs of attending. However, if the same student attends an Illinois community college that charges only $1,100, the percentage rises to 60.8%. After becoming aware of these data, the college believed that it had a responsibility to its students to do something about the high costs of textbooks. Rend Lake is and will continue to be committed to offering the highest quality education at the lowest cost to the student.

The college investigated several options for dealing with textbooks sales and visited other colleges. In 1999, Rend Lake College purchased a software package, *Collegiate Bookstore Services* from a vendor and began to establish a book rental system. From the time the contract was signed until students were using the complete system only two months elapsed. Although the administration was prepared to take a loss on the endeavor for a year or two, to date the operation has been very profitable from the first day.

Operationally, faculty members are required to use rented texts for three years prior to replacement with newer editions. This has not presented any difficulty and faculty members have been generally supportive of the operation. Workbooks and texts possessing a minimal useful life (Windows 95) are only available for purchase. Students must be registered for a course prior to being able to rent any text. Students pay a rental fee of $22 and a $20 deposit for each textbook rented. When the texts are returned the student receives the $20 deposit back. If a student does not return one or more rented texts, the student's business office account is charged full retail for the text. When the student's bill is paid the deposit is then returned to the student.

Prior to the initiation of the rental system full-time students at Rend Lake College were spending approximately $500.00 annually for textbooks. Following implementation of the rental system, the same students spend only $220.00 each year. This represents a savings of $280 or 56% of the original costs. The rental system has reduced textbook cost to only 15.5% of total educational cost for the student. In addition, the rental fee over three years plus the retail from unreturned texts has created a system that is not only financially beneficial to the student, but retains the same revenue stream as before the rental system.

Rent Lake College is very proud of this administrative initiative and receives many statements of appreciation from district students and parents. This new system clearly demonstrates that colleges can reduce student cost without accepting reduced revenues.

Rend Lake

RESULTS REPORT 2001
Best Practices – Instructional/Academic

Secondary Chemistry Instrumental Laboratory Project

Although Rend Lake College views its primary purpose as preparing its students for transfer to senior institutions or immediate employment following graduation, the college does embrace a philosophy of cooperation and collaboration with public school faculty. Reflective of this philosophy, Rend Lake College has initiated a summer program for high school science teachers with the intent of assisting attendees in achieving an even higher level of educational competence. The **Secondary Chemistry Instrumental Laboratory (SCIL)** project provides a summer workshop for chemistry teaches with the expressed purpose of:

- Linking the curriculum to Illinois Learning Standards for Math and Science
- Developing inquiry based laboratory activities in Agricultural Chemistry
- Promoting laboratory safety
- Developing rubrics for assessment of student learning
- Creating and evaluating student portfolios, and
- Creating a model for authentic chemistry development

The development of inquiry based laboratory activities build upon the laboratory experiences offered by Rend Lake College. Inquiry based labs are designed to involve the student in developing the experimental approach and support State Goal #2, "Higher education will join elementary and secondary education to improve teaching and learning at all levels." Inquiry based activities attempt to change the standard format for the science laboratory, which traditionally uses a "cookbook" approach in which students follow a set of procedures and are evaluated on how their results match the "correct answer." Because inquiry based labs place more responsibility on the student, the importance of reinforcing the standards of laboratory safety is recognized and will be incorporated into the activities.

Because of the inquiry-based laboratory activities result in the student reporting their observations, approach and sharing their data with the class, a different standard for evaluation can be achieved. Student portfolios composed of reports, papers, and exams are increasingly being viewed as a much better total for assessing student academic achievement.

The SICL project offers a weeklong workshop for regional public education teachers. The experiments the teachers develop during the summer workshop are to be shared with all participants and made available to their students during the following academic year. The project is limited to twenty (20) teachers each summer. The project is open to any and all teachers, whether in or out of the college district.

This is the only program of its nature and intend functioning in deep southern Illinois. The result of this project has been to provide teachers guidance in meeting State and local mandates for matching their lesson plans to State goals and developing benchmarks for these standards. The college hopes to meet the new State requirements for teacher recertification by offering the workshops as graduate credit options for its participants through cooperation with Midwestern Universities.

Richland Community College

Administrative/Financial Productivity "Best Practice":
Diversity Training

Diversity of the staff and student body are critical to the further enhancement of the learning experience for Richland Community College students. The College has included the promotion of a College community which values diversity in people, ideas, and experiences as an institutional goal. We value this goal and strive to develop a climate where individuals are valued for their differences, their understanding of different viewpoints, and encouragement of expression of these views. For the past several years the College has been sponsoring staff development programs that teach these values. Much of the focus of the workshops has been to raise the awareness of differences among the staff and students and to build a culture that values these differences.

One of the challenges with bringing greater diversity to the College is building a staff that reflects our diversity goal. Being deliberate and intentional about whom the College hires is one measure of this goal. Yet achieving the goal is difficult at best. Many obstacles come into play with meeting this goal. When analyzing the hiring process it became apparent that one obstacle to shaping the staff landed on the system used for the selection process; specifically, the selection committee structure used by the College injected their biases in the process. In many instances these were not intentional biases but nevertheless created a situation that did not specifically address our diversity goal.

In order to address this obstacle, the College has promoted and endorsed a prerequisite for staff committees to attend a workshop designed specifically to the selection process. Before any individual can sit on a selection committee, they must first attend a workshop entitled, "Actualizing diverse hiring policies in schools and colleges: Uncovering cultural biases in the search process." This workshop focuses on identifying items that inhibit diversity, recognizing communication styles that are different not negative, and recognizing dimensions of staff diversity that should be implemented in the hiring process.

Interjecting these fundamental ideas into the search committee process must be an on-going focus followed by certain steps that are accountable in creating a diverse faculty and staff.

Richland Community College

Academic "Best Practice": The Early Alert System

"Critical Intervention for Student Success" is the title of a primary activity of our Title III grant and our academic "best practices" project matches perfectly the intent of that proposal. Continuous data collection and analysis has resulted in this "best practice". By gradually increasing the number of discipline areas which are included each semester, we hope to eventually provide this service to all classes and all sections offered by Richland Community College. Communicating directly and promptly with faculty members has been key in making this component a success.

Each semester all participating instructors receive, in person, a chart for each section and each course, including a list of students enrolled in the section and eight "red flag" options (homework, quizzes/tests, attendance, participation, technology, lab, tardiness, and other) to mark indicating a area of difficulty for individual students. The chart also provides for the selection of recommended support possibilities to match the student's particular difficulty.

The instructor is to return the form to the Student Success Office when they have sufficient information to determine if a student is in jeopardy of not being successful in the course. Instructors may contact the Student Success Office multiple times to start the support process for any student who may start to have difficulty later in the semester.

Upon notification anyone in academic difficulty, the Student Success Coordinator sends a letter to the student stating the areas of difficulty that the instructor has identified and the recommendation to use specified campus support services to improve academic performance. The services are described completely and the name of a specific person to contact is suggested. Support suggestions may include: a conference with an instructor or a counselor, a tutoring session in the Student Learning Center, or a connection with one of our many targeted support programs, among others. A goal of the Student Success Office is to have these letters sent out within 48 hours of the notice being received.

Again, communication is key here. Notification is given to the support services staff concerning the specific difficulty of the referred student so appropriate support for each individual can be provided as needed. Follow through on recommendations made is facilitated by the college administrative information services screens, which document student attendance and use are accessible to all support programs.

A week after the letter is mailed a phone follow up call is made to the student. The student is asked about the difficulties they are having, what changes they may have already made, and how the college could assist them in the changes. Students are often surprised that the Student Success Coordinator can know whether they have already made steps to follow the recommended suggestions for support! This call has proven to be invaluable for discussing time management, study skills, test taking, and general college expectations. A copy of the phone follow up form, including the information, given and received, is sent to the initiating instructor.

Letters of congratulations are sent to notified students who successfully complete the course. Others are invited to enroll in our extended orientation course if appropriate.

BEST PRACTICE
Rock Valley College
Academic Example

The Virtual Company

The RVC Tech Prep Business and Financial Services Youth Apprenticeship program is designed to provide career exploration for high school juniors and seniors with interests in business, accounting, or finance. Students participate in a combination of work place apprenticeships and classroom activities, the centerpiece of which is the Virtual Company, a business practice firm that allows students to explore global trade, international marketing, strategic planning, and the day-to-day operations of a company.

Students in the Virtual Company interact with 1,500 students in other international virtual companies. Virtual Companies recreate an entire simulated business structure in the virtual world. Students are in charge of every aspect of the business, including human resources, purchasing, finance, sales/marketing, etc. They do everything from developing a business plan to developing human resources procedures to preparing tax reports. Real business partners in the Rockford region provide financial and counseling support. The students "sell" two products from their sponsoring business, currently birdhouses and camping equipment. Because of the global, virtual connections, student become adept at international relations and e-commerce concepts.

The program is for students in their junior and senior years in high school. During the junior year of high school, students spend five mornings a week attending the Virtual Company course at Rock Valley College. In the summer after their junior year, students begin an apprenticeship, which includes 500 hours of work with a sponsor company. During their senior year, students attend one class each semester at RVC and continue to work for a sponsor company. When students have completed the program, they have earned experience in the workplace plus 14 college credits from RVC.

This program is in partnership with the Career Education Associates of North Central Illinois, regional high schools, and business sponsors. It has received several national and regional awards.

For more information contact the Beth Paul-Peterson at 815-874-3000 ext. 2450.

BEST PRACTICE
Rock Valley College
Administrative Example

Office Technology Staff Career Ladder

All community colleges face the challenge of retaining quality clerical staff and ensuring that they maintain state-of-the-art office technology skills to support the growth and mission of the college. Importantly, clerical staff with exceptional skills provide the college with maximum efficiency per employee. To accomplish these ends, the college created the Office Technology Staff Career Ladder.

The human resources office and a broad-based employee committee worked two years to develop this program. The result was a two-step process. The first process is to move existing staff into revised, advanced positions if the department manager can document the need and support the cost in the budgeting process. To qualify for these new positions, incumbent clerical staff must pass objective, computer-based tests. Upon successful completion into a new office technology position, staff would receive a promotional increase based on current policies.

Second, office technology staff would have the opportunity to validate their skills at the Notable Level. This year-long process requires submission of a portfolio, successful completion (minimum of C grade) of at least 3 credit hours of class, successful completion of at least 3 office technology classes at RVC, and successful completion of at least 3 approved skill-based classes via continuing education, RVC's Business and Professional Institute, or approved transfer credit class, in addition to other credit classes used to satisfy prior requirements. Finally, any office technology staff petitioning for validation at the Notable Level must sit on at least one college standing committee, with active involvement, for a period of one year.

For more information contact Linda Kyle, Executive Dean, Human Resources, 815-654-4265.

Carl Sandburg College 2001 Results Report

Best Practices

Academic

Approximately four years ago, representatives of Carl Sandburg College realized that technology and online course development was rapidly developing with other higher education institutions. Collectively, the College had to decide whether it wanted to join that online market or stay outside. Through the development of a Technology Committee composed of faculty, staff, and administrators, it was decided that Carl Sandburg College did indeed want to pursue online course development. The next questions that immediately followed were how to develop these courses, whether we would purchase courses or design them in-house, how to maintain and ensure quality, how or who would host the courses, and what issues would face our students who would take these courses. From these early discussions it was decided that as a College we wanted to assume the most control as possible to ensure quality of course content and delivery.

We began an "online training team" to train our faculty and staff in course development and delivery. Training was not limited to faculty, but was extended to secretaries, staff, and administrators, as everyone could be involved in some way with online course delivery. From this early group, the program has grown considerably. The College now has approximately 30 online courses with many, many other traditional courses having online components. The most impressive fact is that this initiative has grown from within the institution and we have developed our own trainers, which in turn have trained their colleagues. This constant sharing of knowledge and training has distributed technology usage and skills to virtually the entire campus. As a result, Carl Sandburg College is a different institution today technology wise, than what is was four years ago.

Carl Sandburg College 2001 Results Report

Administrative

The implementation and use of technology at Carl Sandburg College has been determined to be very important. Approximately four years ago the College decided to forward with online course delivery which required additional funding sources to support. Technology is a great tool in today's world and yet adequately maintaining technology is extremely difficult financially.

Section 17b of the Local Government Debt Reform Act of Illinois provides authority for the Board of Trustees to enter into a transaction that converts the dollar value of one permanent/fixed asset such as buildings into another permanent fixed asset such as an endowment fund. This provides the equivalent of what could be thought of as a *home equity loan* for the College.

On May 18, 2000 the Carl Sandburg College Board of Trustees voted to create an endowment fund based upon the value of the permanent buildings on the campus in order to provide a funding mechanism to refresh technology as it was needed. With the push on campus to develop online courses and to remain at the forefront of technology development, a future and stable source of funding was needed. This endowment provided that funding source that otherwise would not have been available.

Sauk Valley

BEST PRACTICES - ACADEMIC

Illinois Commitment Goal - Illinois colleges and universities will hold students to even higher expectations for learning and will be accountable for the quality of academic programs and the assessment of learning.

Assessment

The Fall 2000 In-Service for faculty and staff was the kick-off for review and implementation of assessment activities at Sauk. Building upon the Strategic Plan adopted the previous year, each unit of the college was divided into groups and presented a three column matrix. The columns were headed "Essential Functions", "How Do We Measure How Well We Are Doing? (Existing and New/Proposed Measures)" and "How Do We Use Those Measures To Improve What We Do?"

After reviewing assessment documents from NCA, other institutions, previous Sauk concerns, and visiting other in-state institutions who seemed to have good assessment procedures, a broad based Assessment Committee was formed to begin the outlines of Sauk's Assessment Process. The committee was co-chaired by the Vice President of Instructional Services and the Dean for Information Technology. Three faculty members, from the three academic divisions of the college, were invited to serve. Additionally, a Co-Chair of the Criterion Three NCA sub-committee was invited as an ex-officio member of this group.

This committee was charged to determine what assessment activities were taking place at Sauk, how we were using that data, where the gaps were in our assessment activities, and to work with the various segments of the college to improve our assessment techniques and thus improve our services to students. Each committee member was askedto review assessment process for one of the major divisions of the College: President's Office, Office of the Vice President of Student Services, and Office of the Vice President of Administrative Services. Additionally, the committee members looked at the five areas of student academic achievement, and divided responsibilities amongst themselves to ensure that all areas were covered. The committee met bi-weekly throughout the fall and spring semesters. A College-wide assessment plan was a direct result of their efforts.

This Assessment Plan will guide our efforts over the next few years and provide the framework for our upcoming Commission on Higher Learning visit in April, 2002. We expect that as a result of that visit and the consulting advice that NCA will provide, we will further refine, define

and improve the current assessment plan to be able to continue to demonstrate to our students, our staff and the constituency in our district, that Sauk Valley Community College does provide a high quality, cost effective education for all students.

BEST PRACTICES - ADMINISTRATIVE

Electronic Controls for Heating and Cooling System

In the fall of 2000, the College installed new electronic controls for its heating, ventilation, and air conditioning (HVAC) system. The new Honeywell Excel Building Manager System replaced a Honeywell Delta 21 system. The new controls provide the ability to track climatic characteristics and to be proactive with repairs or corrective actions.

With natural gas prices on the rise, the timing of installing the new system proved fortuitous. The new tracking abilities enabled Buildings and Grounds staff to locate non-performing thermostats and control valves around the building. These thermostats control perimeter air, a system that fine-tunes temperatures established by the main vents. With improper perimeter controls, air temperatures in different parts of a single heating/cooling zone can vary unacceptably due to factors such as the sun shining or air leaking through large windows. After using the new electronic controls to locate thermostats and control valves in need of repair or replacement, Buildings and Grounds staff members were able to enact corrections.

As a result of the College's $205,300 Protection, Health, Safety tax levy investment in new HVAC controls, natural gas usage was reduced by an estimated 20% (about $20,000) in just the first few months.

Shawnee

Nursing Program Retention Plan

In the past few years, the Shawnee Community College Nursing Department experienced a high rate of attrition among nursing students. To address the problem of attrition a retention plan was developed. The goal of the plan was to increase student retention and program completion. The components of the plan include the following:

- An orientation session was conducted eight weeks prior to the beginning of the program, during which time the Nursing Entrance Test (NET), written and normed by Education Resources Incorporated, was administered. The purpose of the test was not for admission, but rather to be used as an assessment tool.
- An individualized plan was developed for each student based on the areas of weakness obtained from the NET test results.
- Each student was given a copy of the test results and an individualized plan with recommendations for remediation. Students were encouraged to work on the problem areas throughout the summer.
- A part-time lab assistant/nursing tutor was hired with grant funds to assist students in the remediation process.
- Students in need of financial assistance, social support, child care, etc. were referred to the appropriate office for assistance.
- Beginning with the first week of the program, those students with reading comprehension weaknesses were instructed to attend tutoring sessions a minimum of once a week.
- Students who were found to be social versus solitary learners were encouraged to establish a study group composed of two (2) to five (5) students. Individuals with weak test-taking skills were encouraged to purchase and read, prior to the first semester of the program, a Test Success Workbook.
- Based on the results of the stress level profile portion of the exam, recommendations were made to decrease employment hours, examine family responsibilities and social obligations for possible changes.
- After completion of each course, an assessment test was administered to determine each student's level of knowledge.
- At the completion of the program, a state board practice test was administered and students attended a two-day state board review session. Computerized testing programs were placed in the college's Learning Assistance Center to assist students in becoming comfortable with the computerized testing process for state licensure.

At the completion of the first semester, the attrition rate was 24% compared to 38% the previous year. Based upon the number of students completing the program, the attrition rate in 2001 was 0% compared to 73% the previous year. It should be noted that in the first semester three (3) of the eight (8) students who left the program did so because of illness or a desire to seek another profession. In the second semester four (4) students elected to remain in the program but attend on a part-time basis.

The key to the success of the retention program is assessment and early intervention. Shawnee Community College continues to incorporate the retention plan in its nursing program and plans to see continued positive results.

Shawnee

WELFARE TO WORK REALLY WORKS

In 1992, President Clinton promised "to end welfare as we know it". But it was not until the summer of 1996, that Congress passed and the President signed the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (P. L. 104-193). This act was followed by the Balanced Budget Act of 1997 (P. L. 105-33), which contained $3 billion for welfare-to- work grants to assist states and local governments to move long-term, hard to employ welfare recipients into lasting, unsubsidized employment. These two acts helped revamp the nation's welfare system. The system changed from providing only financial assistance to the needy, to also providing aid in obtaining employment and maintaining that employment. This new transformation created a single capped entitlement program to all states called TANF.

In December of 1998, Shawnee Community College (SCC) received a welfare-to-work grant (Advancing Opportunities) from the Illinois Community College Board. The grant, funded by the Illinois Department of Human Services, was designed to assist TANF recipients with finding and maintaining employment while offering recipients the opportunity to enroll in short-term training programs to increase their employability potential.

SCC's Advancing Opportunities Program was a performance based grant. Each year, SCC's AOP exceeded all performance measures established by the Department of Human Services. Several factors contributed to SCC's program success. Those factors included:

- Providing TANF recipients with skills needed to matriculate from entry level positions to positions that require more skills and which ultimately pay more. These skills were provided by enrolling clients in short-term, customized training programs, that provided clients with specific skills that fit the needs of local employers.
- Providing supportive services to TANF recipients both before and after job placement.
- Providing intensive case management services both before and after job placement.
- Providing TANF recipients with job choices with higher wages and better benefits. Recipients that found jobs with higher wages were more likely to keep their jobs. Lower wage jobs often lacked benefits such as health insurance, sick days, and vacation days. This made it more difficult for recipients to maintain employment because of the additional financial strain that was created.
- Developing creative strategies to eliminate barriers specific to SCC's area and TANF population. These strategies included developing a driver's education program specifically for SCC's AOP clients, partnering with community organizations to create a bus route to transport TANF clients to a large area employer and providing

Unfortunately the Advancing Opportunities Program was eliminated from the State's budget and the program ended June 30, 2001. However, due to the extreme success of SCC's program, SCC was selected to test an innovative strategy for helping rural low-income residents improve their employment success and economic well-being. The new program is being implemented as a collaborative effort between SCC, the Illinois Department of Human Services, the U.S. Department of Health and Human Services and Mathematical Policy Research, Inc. SCC was the first of four national sites to be identified and implemented. The three additional sites will utilize policies and procedures set forth by SCC.

The study will employ an experimental model with random assignment that includes baseline data (pretest), an intervention administered to the experimental group but not the control group, and four annual post-tests, or observations that measure employment stability and increased income. The study will run for two consecutive years and will conclude June 30, 2003.

Southwestern Illinois College – Belleville School District # 118

TEACHER AIDE PROJECT - BEST PRACTICE

Southwestern Illinois College has collaborated with one of its elementary school districts in a unique partnership that leads to economic growth, that improves learning, that addresses financial need, and that increases the diversity of individuals both receiving and practicing education.

In March 2001, Belleville School District # 118 administrator Tom Mentzner contacted the College to discuss a partnership opportunity. The public elementary school district had a number of employees classified as "paraprofessionals." Many of these employees were interested in earning certification as "teacher aides", a certification which required that they achieve 30 college credit hours. The certification would qualify individuals for salary increases, would enhance their classroom effectiveness, and would lead to greater job security in their occupation.

The College and District 118 held an information meeting with paraprofessionals interested in learning more about college opportunities. The meeting was conducted by the college, promoted by the grade school district and held at one of the public schools at the conclusion of the school day. The focus of the meeting was determining what was important to the students and school district as well as general College policies and procedures. The College made special arrangements for transcripts to be available on site for those students who have earned credit at Southwestern

Following the discussions and interactions it was determined that the College would survey all District #118 paraprofessionals who might be interested in participating and that the school district would assist in the distribution. The survey included such topics as: courses of interest; best days, time and locations to offer classes; and objective of the students (30 credit hours for certification only vs. seeking associate or baccalaureate degree).

As a result of the survey, Southwestern initiated a special program for District 118's paraprofessionals. Three courses have already been scheduled at one of the public schools. District 118 employees will transition to the classes immediately following the end of their school day. Participants are and will be offered coursework pertaining to computers, software packages, health and first aid, and selected education courses.

Students who were interested in summer courses received individual counseling concerning appropriate course selection. Courses already scheduled for Fall Semester have already achieved sufficient enrollment. The public school district has agreed to promote these classes to district employees, in general, on a "space available" basis.

The College has committed to meeting with this group of students on a semester basis to discuss issues, concerns and to review the program. The College is also helping students needing financial aid and mentoring assistance through its Personal Advocate Linking Services program (PALS). The school district has committed to make classroom/lab space available and to promote the classes. In addition, the College is assigning one academic counselor to this group of students (not a typical college procedure) and is undertaking a program of frequent communication with these students to facilitate the "cohort feel" of the program.

It is anticipated that within three years most of these students will have earned teacher aide certification status from the St. Clair County's Regional Office of Education.

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Southwestern Illinois College - PALS Program
Best Practice

The PALS (Personal Advocate Linking Services) program was developed as a comprehensive support and referral program for low income and welfare to work participants. The purpose of the program is to provide services to encourage participation in training, promote retention in and completion of training programs while maintaining employment now and to promote self-supporting employment in the future. A primary focus of the program is to empower students to fully utilize the many resources available both within the college (Counseling Center, Special Services, Success Center, Career Center, Kids Club etc.) and in the community (IETC, DHS, CHASSI, WIA, Full Circle, Dress for Success). The program was developed in close collaboration with DHS offices in four counties: Madison, St. Clair, Monroe, and Randolph. Personal Advocates attend regional meetings of these groups. The district-wide program operates from all three Southwestern Illinois College campuses. In FY '01 the program was expanded to the East St. Louis Center

Over the past three years over 867 students have been served by the program. Students have been provided a total of $89, 704 for tuition, books, supplies and emergency assistance. During the FY 2001, 377 students were served with 164 students receiving a total of $53, 241 in financial assistance. Students in the program have maintained an 83% retention rate.

Components of the program include:

a) Personal Advocates: Personal Advocates are assigned to each campus to provide individual intake and support to students and to link program participants to appropriate services within the college and in the community. In FY '01, Personal Advocates have made 773 referrals to services within the college and 249 referrals to community resources. Along with individual student support services, the Personal Advocates engage in community outreach activities, conduct orientation workshops for program participants each semester, oversee the student portfolio process, and coordinate the financial/tuition assistance program on their assigned campuses. A monthly newsletter is mailed to all program participants.

b) Orientation Workshops: An orientation workshop is conducted for program participants each semester (students applying for financial assistance are required to attend as part of the application process). The orientations include an overview of PALS services and program requirements, review of the career portfolio process, a counseling session, assignment of a career mentor, administration of a career assessment instrument, and an overview of College and community services.

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c) Comprehensive intake and tracking database system: A comprehensive and on-going intake process provides the Personal Advocates a systematic method to assess students' needs, identify support services required, and make appropriate referrals. All intake data is entered into a database to enable individual student tracking for better service to students and to certify that follow-up has taken place.

d) Career Portfolios: Each program participant is provided a professional quality portfolio for maintenance of pertinent information relevant to their academic progress as well as pertinent career development information. A checklist system was created for the students to aid in completion of their portfolio. Components of the portfolio project include career assessment results, career mentor informational interview notes, a resume and cover letter (hardcopy and disc), a job hunting guide, records of academic progress (unofficial transcripts for each semester), good works, and certificates of achievement or skill attainment. The portfolios are maintained in the PALS office until the student completes their training program or goal and then presented to the student as an award for completion.

e) Financial Assistance: A crucial component of the program is the provision of financial assistance to program participants. PALS has established, in close collaboration with the Financial Aid office, methods to identify and assist students with tuition and/or books when needed to begin and/or continue a training program. FAFSA Application Assistance. As a service to all students and, particularly as an outreach activity to obtain program participants, PALS assists students in filling out and filing FAFSA applications. In FY 2001, 802 students were assisted. Through this initiative 231 students were identified as participants for the PALS program. Financial Assistance. In FY 2001, 164 students received $53,241 in financial assistance through the program. All financial assistance is distributed in collaboration with the Financial Aid Department.

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Best Practices

Cisco Networking Academy

Cisco, which is recognized as the worldwide leader in providing networking for the Internet, has experienced a severe shortage of qualified Information Technology (IT) workers as Internet technologies have exploded beyond all expectations. To meet this need for qualified IT employees, in 1998 Cisco implemented its Cisco Networking Academy program, providing high school and college students with a vehicle to gain the information and skills necessary for employment in the IT job market.

Southwestern Illinois College was approved as a Cisco Regional Academy in December 1998, and the program has grown exponentially since its inception. The first classes began in the fall of 1999 with 63 students in four Cisco sections. In the spring of 2001, 182 students were enrolled in eight sections of Cisco, with 60 students receiving Cisco Certified Network Specialist certificates, the highest number of certificates issued for any program for spring 2001 at Southwestern.

Southwestern Illinois College's Cisco Program is an exemplary program which advances the *Illinois Goals* in a number of ways:

- The Cisco Networking Academy at Southwestern is a true partnership with business and industry. Several IT businesses serve on Cisco's Advisory Committee, hire student interns, donate equipment, and most importantly, hire Cisco graduates. These businesses include Southwestern Bell Communications, Williams Communications, A.G. Edwards, and the Cisco Corporation.

- Partnership with area high schools in a true 2 + 2 articulation is an integral part of the Cisco Networking Academy. Local Cisco Academies include East St. Louis High School, Collinsville Area Vocational Center, Beck Career Center in Red Bud, Roxana High School, J. B. Johnson Career Center in Alton, Mater Dei High School in Breese, and the Jackie Joiner-Kersee Boys and Girls Club in East St. Louis.

  Dual credit agreements for the Cisco Program are currently in place with the Collinsville Area Vocational Center, Beck Career Center, and Mater Dei High School.

- Southwestern Illinois College has increased the number and diversity of citizens completing training and education programs by offering its Cisco Network Academy courses at the Jackie-Joiner Kersee Boys and Girls Club in East St. Louis and East St. Louis High School, as well as at the Red Bud and Granite City campuses.

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- Assessing learning outcomes, which are matched with industry standards, is the trademark of the Cisco Networking Academy. The Cisco Networking Academy program is an e-learning model that delivers Web-based educational content, online testing, student performance tracking, instructor training and support, as well as hands-on labs. The program teaches students and in-transition workers to design, build, and maintain computer networks. Students are also prepared for industry standard certifications, including Cisco Certified Network Associate (CCNA™) and Network+.

Southwestern Illinois College is a current recipient of an ICCB Special Initiative Grant in the Focus Category, High School/College Program Linkages. The grant, entitled "Cisco Certification: Training Highly Qualified IT Professionals," is being used to geographically expand Southwestern's Cisco program and to expand training to include not only the CCNA (Cisco Certified Network Associate) but also the CCNP (Cisco Certified Network Professional). Training is also being provided to local secondary school instructors.

Enrollment in Cisco continues to grow. For the Fall 2001semester, Southwestern Illinois College is offering 20 sections of Cisco classes, with 335 students currently enrolled and enrollment for fall still taking place. This does not count the high school students who will be enrolled in dual credit classes. Retention of students in Cisco classes is approximately 90 percent.

Southwestern's Cisco program is truly a "best practice." Due to the efforts of the Cisco coordinator Steve Bushong, the partnerships with industry as well as with secondary schools, the support from the college and ICCB, and the continuing success of the Cisco graduates, the program will only continue to grow. Plans are to expand the certificate program into a Network Design & Administration degree by Fall 2002.

South Suburban College Best Practice (*Administrative)*

CROSS-DEPARMENTAL COMMUNICATIONS

Goal VI of the Illinois Commitment states, " Illinois colleges and universities will continually improve productivity, cost-effectiveness, and accountability." South Suburban College continues to incorporate technology into many educational disciplines. These initiatives require a great deal of communication between the academic and administrative departments of the College. Through bitter experience we have learned the frustrations and costs that are realized when state-of-the-art equipment is installed in freshly remodeled spaces only to discover the presence of problems such as line of sight, audio, acoustics, lighting, etc. These problems can be eliminated with minimal cost, time, and frustration if there is constant communication between the end user and the construction/installation personnel. We have adopted a philosophy at South Suburban College that there is always time to listen to the concerns of the end user and we have built in several steps along the way that improves our cost-effectiveness, productivity, and accountability. Following is a description of the informal, yet effective, system we have instituted to streamline the process.

The first step is to determine, collectively, which platforms to install. Questions are posed that address resource limitations in terms of capital outlay and technical support. Often times, these forums result in critical self-examinations that force us to better prioritize our decisions pertaining to the purchase of new technology. In addition to outlays for hardware and software, we must ask ourselves if the infrastructure, e.g., electrical services, technical support, etc. is in place to support the programs.

Once decisions are made to acquire the technological platforms, the logistics of remodeling and/or installation must be addressed. The first step is to determine the extent of the disruption and how to mitigate that disruption. Our primary goal is to keep the disturbance to a minimum. Contractors, vendors, Information Technology, and the respective administrators hash out these details.

The second part of the process is to determine a timeline for remodeling and installation. Again, our schedule revolves around the students. Generally, these projects are scheduled during semester breaks or other downtimes. Critical in this step, as well as the others, is the communication between the parties involved in the process.

During the actual construction phase, the communication between parties continues. As the project unfolds, monitoring and feedback must be maintained. When issues arise, the players meet to discuss the options. It is essential to keep the project to the timeline.

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Finally, when the project is completed, all parties must concur on the final product. The users must be satisfied with the outcome. If not, steps are taken to correct any deficiencies.

South Suburban College Best Practice *(Academic)*

SUMMER SCHOOL ENRICHMENT PROGRAM

This best practice addresses the following statewide goal for higher education: "Higher education will join with elementary and secondary education to improve teaching and learning at all levels."

In an effort to improve student learning, SSC has nurtured partnerships with area middle schools and secondary schools through the work of the Educational Talent Search *(ETS)* Program. This summer we have partnered with School District 152 to enrich the academic experiences provided to 200 of their students. Through the ETS program we have targeted students from low income and 1st generation *(neither parent has a baccalaureate degree)* backgrounds and provided them with additional tutorial assistance and educational enrichment opportunities.

For those participating in summer school we have provided:

- Tutors and teaching assistants in the classroom to increase individualized instruction and attention
- College tours of our campus with inspirational speakers on the connection between current academic performance and future educational opportunities. Interaction with various academic departments culminating with a group chemistry experiment lead by a full-time faculty member.
- Bus service to the main campus of SSC in the afternoon for field trips and enrichment activities coordinated by ETS (Spanish, Building a Better Self, Computer class, etc.)

For non-summer school participants we have provided:

- Full day enrichment programming that includes
  - Strategic Reading
  - Math Problem Solving
  - Spanish
  - Building a Better Self
  - Computer class
  - Field trips
  - Free lunch daily

Southeastern

Academic Based Best Practice

Southeastern has revitalized the overall operation and productivity of the Office of Community Education. A greater variety of adult education classes and services were offered which involved a broader population of adult learners in the district. Data bases were also developed that can be used for recruitment efforts in the future. Enrollment has increased 35% during FY 2001.

Senior Citizens

Senior citizens comprise a major portion of the population in the college district. Therefore, the office has increased efforts to serve this audience. Senior focus groups were held. As a result, a "Senior Sampler" was scheduled to high light services and classes at SIC that are available to seniors. Additional computer classes as well as more day classes were added to the schedule.

Literacy

Another area under the tutelage of the Office of Community Education is literacy. A joint activity was held to celebrate Dr. Seuss's birthday. The Child Study Center, Literacy, ABE/GED, Child Care and Guidance Division, Theater Department, and the Office of Community Education worked as a team in providing a birthday party for area Pre-K youngsters. Entertainment by Dr. Seuss and Characters provided a live skit from "How the Grinch Stole Christmas", characters visited with the children, read Dr. Seuss books and even helped blow out the birthday candles on his cake. Family Reading night found over 200 parents and children in pajamas at the Harrisburg Library as they shared books and games in an effort to promote family reading and sharing in family activities together. First time grant dollars from the Illinois State Board of Education were received to fund an Even Start Family Literacy Program in Harrisburg and Eldorado.

ABE/GED

During the past year, the ABE/GED program increased the number of ABE/GED sites and offered parenting, life skills, and job skills at community action agencies. Literacy volunteer tutors were assigned to every ABE/GED classroom to provide assistance.

Family Leadership Center

Embedded in the Office of Community Education is a Family Leadership Center. Established in 2001, the center was established as a one-stop shop for SIC students. It serves as a referral and service center to provide wrap-around services for students. A newly funded program through the Illinois Department of Labor provided for the Displaced Homemaker Program. This was a strong component of the Family Leadership Center.

Community Education

In an effort to increase the flexibility of class offerings the Office of Community Education has scheduled classes off campus at several unique locations, i.e. Harrisburg library, Kate's Stitchin' Tree, and the Renaissance Art House. Plans are underway to offer classes at local Senior Centers scattered throughout the college district. Popular offerings included a series of one-night cooking classes, Christmas workshops, and stitchery classes.

Community Events 136

This past year has been a first for several more projects in the Office of Community Education: Table Talk...The Art of Table Design attracted a large audience within the College district; the Community Yard Sale and Farmer's Market were first time summer activities organized by Community Education to increase activity with local residents; the Community Connections Fair and a Health Fair (planned for

Fall 2001) will provide students and district residents with critical services and contacts in the district. There are also plans to renew and expand the Heritage Festival on campus this Fall.

Children and Youth

Class topics were increased for youth to select from during College for Kids. The revamped agenda resulted in a much larger summer program. The enrollment increased from 210 to 301. A new feature was an adult workshop for mothers, aunts, neighbors, or other care-givers during the same time frame of the child component. For the first time, additional programs have been scheduled for youth to participate during their summer vacation. Manners, astrology, cooking, sculpture, and weaving, were among the options.

Trips

As non-credit courses, residents have been offered the opportunity to register for day trips in the tri-state area. Tours have been planned for New Harmony, Indiana/ Amish Village Indiana/ Vincent VanGogh Art Exhibit at St. Louis Art Museum / St. Louis Zoo / The Adsmore House in Princeton, Kentucky. A high light for a mother-daughter over-night trip was a visit to the American Girl Place in Chicago. They enjoyed theater, dinner, and free time in the city.

Continuing Education

The division of Community Education applied for and received license to offer Cosmetology Continuing Education credits. In addition, Continuing Education courses are offered in Real Estate as well as Grant Writing, and Marketing.

Southeastern - Page 3

Administrative or Financial Productivity Improvement Best Practice

Southeastern Illinois College is among the least in receipt of local tax revenues in the state when compared to the other community colleges in the system (2nd lowest local tax revenue). At the same time, Southeastern has one of the highest local tax rates. This difficult combination, present through most of the College's history, has always made it difficult to plan for growth while at the same time care for existing facilities. In an effort to be the best possible steward of resources it could possibly be, the College had extended the life of heating, ventilation and air conditioning equipment far beyond normal expectations. When that life expectancy could just not be extended any longer, the College began looking for opportunities to trade-in high energy and operational costs for energy savings and lower maintenance expenditures. That opportunity was found through a partnership with Planergy International, Inc., an Energy Services Company (ESCO) out of Overland Park, KS. Through an agreement reached with Planergy International, Inc., the College entered into an "Energy Management Agreement" which will remain in effect for ten years. This agreement made it possible to replace $4.1 million dollars of energy using equipment with more efficient equipment from both an energy use and operational perspective. To put this project size into perspective, the total estimated replacement cost of the main campus facilities is less than $60 million dollars. The cost of the project was offset by the energy and operational costs. Following issuance of a bond to retire the remaining debt principle, the net effect of the project will be a reduction in expenditures in an amount equal to approximately 10% of the total operations and maintenance expenditures for the college as a whole. That is a significant increase in efficiency.

Spoon River College "Best Practices-Administrative"

Spoon River College has adopted a systematic model for assessing institutional effectiveness. After piloting the model, SRC staff reviewed the standards and made revisions. In addition, SRC identified several peer colleges from across the nation to provide comparative data/information for evaluating some of the standards.
The model includes six critical success factors, seventeen indicators, performance standards, data sources, and office/person responsible for data collection and reporting. Following are four examples of the seventeen indicators evaluated.

Critical Success Factor A:	Accessible programs of high quality
Indicator A-1:	Access and Equity
Performance Standard:	The percentage of gender, age and race of the SRC student body at the college will be at parity with the composition of the community
Data Source:	N-1 Report compared to Census Data
Supporting Office:	Assistant Dean of Instruction
Critical Success Factor B:	Student Satisfaction and Retention
Indicator B-2	Retention to Achievement of Student Goals
Performance Standard	The retention rate of sub-population groups (Perkins, athletes) will be within 5 percent of the college-wide average
Data Source:	Annual Retention Study
Supporting Office:	Student Services, Office of Instruction
Critical Success Factor C:	Post-Education Satisfaction and Success
Indicator C-1	Graduate Employment/Continuing Education
Performance Standards	Students employed in related fields or continuing education will meet or exceed 90 percent.
Data Source:	Graduate and Occupational Follow up Studies
Supporting Office:	Office of Instruction
Critical Success Factor E	Sound, Effective Resource Management
Indicator E-2	Facility Adequacy, Use and Condition
Performance Standard	User satisfaction measured by SRC employee and student surveys will meet or exceed 85% for each category evaluated.
Data Source:	ETS Student Opinion Survey, Employee Survey
Supporting Office	Assistant Dean of Instruction

An institutional effectiveness report is developed in August summarizing results and shared with the college community. It provides a systematic approach to critically examining the college on an annual basis.

Spoon River College "Best Practices-Academic"

Developing Online Faculty for Quality Online Instruction

Spoon River College offered its first online course fall 1999. In 2001-2002 twenty different online courses will be delivered by Spoon River College faculty. Sixteen of 37 full-time Spoon River College faculty have received training in online instruction. The key to developing a quality online program at SRC has been an in-house training program, access to off campus experts, an online mentoring program and most recently the implementation of an online steering committee.

Faculty members interested in instructional technology have attended a variety of conferences and this year they have been presenters at a number of conferences. However, the activity that provided the impetus for moving online course delivery from concept to reality was the availability of an in house training program for web course development. In January 1999, a HECA sponsored Train the Trainer Technology Institute was held at Western Illinois University. One SRC faculty member and one technology department training coordinator attended this intensive instructional technology institute. It was a train the trainer program with the expectation that the two individuals attending from each college would develop a training program for their home college. For the past two years the technology staff person has offered eight week "technology in teaching" programs and the faculty member has offered 16 hour "web/online instruction" training programs. The online training courses have been followed by intensive applications workshops for faculty planning to teach online courses. Consultants have been involved in the training programs including Dr. Iris Stovall from Illinois Online Network, Mr. John Jamison from WIU CAIT department, and Dr. Burks Oakley from Illinois Online Network. During this time period faculty developing and teaching online courses have shared their new skills at faculty showcases during Spoon River College professional development workshops. In May, a number of faculty attended an Illinois Online Network (ION) Summer Institute and many of the online faculty are taking ION online courses on topics related to teaching online. As faculty gained experience in teaching online, they have become faculty mentors and are very active in sharing "lessons learned" with colleagues. This past spring, a Faculty Online Steering Committee was created to provide direction for online course development and to identify and solve problems related to online instruction. It is the mentoring role played by online instructors and the focus on quality in online instruction displayed by the Faculty Steering Committee that makes this faculty development program an excellent example of best practices in an academic area.

Example of a "Best Practice" at Triton College

In its twentieth year since it first opened, Nuevos Horizontes (New Horizons), Triton College's Community Center in Melrose Park, moved its offices to a larger and more up-to-date facility down the street from the original location. The center was originally created to develop programs and services to serve the growing Hispanic population in the area. Since then, the center has grown to serve all members of the community, serving over 10,000 persons.

What makes the new facility unique is the offering of not only educational, child care and referral services, but health care services as well, an under one roof concept. Community residents have the opportunity to receive a variety of services all at one site, as opposed to having to go to a number of different facilities. At 18,000 square feet, the new facility is three times the size as its previous facility. The new facility holds 6 electronic presentation classrooms, a licensed child care facility for both toddlers and infants, a computer lab and resource computer-learning center. The center was also designed to include offering behavioral and medical health care services through an extended partnership with Resurrection Health Care and ProCare Centers. The center is expected to not only better serve the community with its expanded offerings, but it will be able to increase the number of students it is currently serving. This new facility and its expanded vision reinforces the commitment of the institution to the community.

Example of a "Best Practice" at Triton College

The ability for establishments to work together was evident in the Construction Career Expo. Triton College, The Des Plaines Valley Education-To-Careers Partnership (ETC), and CISCO (The Construction Industry Service Corporation Organization) worked together to organize the Construction Career Expo. Due to the changing needs of business and labor, the three entities partnered to assure quality and sustainability in bringing a worthwhile event to promote careers

Triton College - Page 2

in the trades. CISCO assured the participation of the construction trade volunteers and the supplies of appropriate equipment. Because the need for qualified individuals is on the rise in the construction trades, the Expo was created to increase the interest of students and increase the database for future applicants. In addition, efforts were put forth by these entities to increase community awareness of the union organized construction industry in the area. Representatives from Triton, ETC, and CISCO planned and organized the event to bridge education to business and provide a worthwhile experience to all.

The outcome of the project was a success. The 720 eighth grade students who attended received a valuable experience that will equip them to make choices about careers in trades. The trades represented had opportunities to reach out to young lives and influence students about different careers as well as create an informal pool of potential applicants. Many of these children do not have the opportunities to learn about different career choices due to extenuating circumstances- an expo such as this gives all learners this opportunity. Triton College had the ability to offer information on the several degree and certificate programs available in the trades as well as provide the land for the event. The Des Plaines Valley ETC partnership bridged business and education-the goal of partnership. Fostering these relationships is a critical component as education moves to project-based learning for all learners. The outcomes resulted in increasing exposure to the construction trades, increasing awareness of the community to programs offered at Triton as well as the existence and opportunities provided by CISCO.

Waubonsee Community College

Best Practice – Academic

Building, maintaining and evaluating programs is an ongoing process at Waubonsee Community College. Each year Waubonsee looks at enrollment trends to determine the focus of programs that the institution believes could grow with the help of improved marketing. For the past two academic years the college has successfully implemented an **Integrated Marketing Team** process to increase student enrollment in more than twenty programs.

The process begins with the identification of programs that need an increase in enrollment. The Instructional Council, comprised of the academic associate deans and chaired by the Vice President of Education Affairs identifies programs that need to be targeted for marketing. Programs are grouped in one of three categories in order to categorize the level of need:

Level 1 – Urgent (programs with most urgent enrollment growth needs and new programs)

Level 2 – Critical

Level 3 – Serious

For each program the Integrated Marketing Team prepares an Integrated Marketing Action Plan (MAP). This team involves representatives from the college's recruitment and retention staff, public relations and marketing, counseling and advising, academic program administrators and faculty. The team first assesses current resources by looking at labor market data, advisory committee expertise, geodemographic and institutional research, previous and current marketing efforts, institutional values and the college's strategic plan. With this background knowledge, the team develops an Integrated Marketing Action Plan that includes:

- SWOT Analysis (strengths, weaknesses, opportunities, and threats)
- Goals of the marketing action plan
- Clear descriptions of the product
- Enrollment goals
- Program target market audience
- Steps for the team to take, assignments, and timelines
- Costs
- Outcomes

A typical Marketing Action Plan is the **MAP** to achieve increased enrollment.

The Marketing Action Plans and the work of the Integrated Product Marketing Teams have created a focus on marketing goals that are achievable and make good use of college marketing resources. Programs that need visibility to grow obtain the necessary attention by the people who understand them the best for the learners that need them the most.

Waubonsee Community College

Best Practice – Administrative or Financial Productivity Improvement

This year Waubonsee Community College has identified Quality Processes in Improving In-house Efficiencies as a best practice in administrative improvement.

Electronic Requisition System

One example of quality processes that improve in-house efficiencies is that Waubonsee utilizes an electronic requisition system that incorporates a paperless approval process with electronic signatures. The user enters a requisition electronically using a program internally written by the college's Information Technology Department. The administrator in charge of the area electronically approves this requisition. It can be viewed by purchasing at any time during this process and communication can take place between purchasing, the user and the administrator online, if there are any questions or problems. Any party can make changes until purchasing electronically approves the requisition. Following approval by purchasing, the requisition is converted into a purchase order, printed in the purchasing office and faxed to the vendor. Purchase orders are generally printed once a day; however, a requisition can be entered, approved, printed and sent to the vendor in as little as fifteen minutes.

Customer Service Process

Waubonsee has implemented a new customer service process in the Information Technology Department. This exemplifies another example of quality processes that improve in-house efficiencies. This customer service process provides computer user customers with a high level of technical and consulting support for their computer and other technical needs. Waubonsee has a software package called HEAT, which provides a software database to log and track customer requests for service of computer, telephone, computer network and video based distance learning at the college. Separate databases are maintained for the Campus Operations and Media Service areas of the college that function in a similar fashion to that described below.

The customer service process operates as follows. College customers call a help desk line serviced by customer service specialists to report their request for service. The call is logged, assigned to a specific IT staff member based on a responsibility chart and staff availability list. IT supervisors review the status of calls on a regular basis. The standard for response to the user via phone or in person is set at 6 working hours. If the request cannot be resolved via phone, an appointment is scheduled based on the priority of the call. Top priority requests, defined as major interruptions to network service or classroom instruction, are addressed immediately with the appropriate technical personnel contacted via pager or phone. Automatic emails are generated notifying the requestor and assigned analyst that the call has been logged into the system. An email is also generated to notify the requestor when their situation is resolved.

Currently the customer service area is processing approximately 600 calls per month for computer requests and approximately 150 calls per month for campus operation-related requests.

Excellence in Financial Reporting

Waubonsee has worked to look at the comprehensive annual financial report and improve it for readability and to clearly communicate the college's financial story. For the years ending June 20, 1999 and June 30, 2000, the college submitted reports to the Government Finance Officers Association (GFOA) to be reviewed by an impartial panel. It was evident that Waubonsee communicated a "constructive spirit of full disclosure". The GFOA awarded Waubonsee with a Certificate of Achievement for Excellence in Financial Reporting. This certificate is the highest form of recognition in the area of governmental accounting and financial reporting. Less than 2% of applicants receive this award, and Waubonsee is one of only five community colleges to receive the GFOA award in Illinois. Waubonsee will continue to submit reports for review to improve the college's quality processes.

John Wood

ADMINISTRATIVE BEST PRACTICE

In an effort to improve our marketing to high schools and to collaborate with local high schools to improve teaching and learning, John Wood Community College departed last year from its usual practice of administering ACT's COMPASS skills evaluation in our on-campus environment to students just prior to their enrollment. Instead, John Wood's Admissions Office determined to take COMPASS to the high schools by inviting entire senior classes to campus for testing and orientation, even if all who participated would not be attending the College in the fall.

This innovation accomplishes a number of purposes. First, it allows high school counselors to form an accurate idea of how prepared their seniors were for college-level work. This has become an important issue for the College in that, increasingly, students who come to John Wood directly from high school test into remedial work despite their having taken the requisite courses for graduation. Having seniors take the COMPASS test while completing their senior year may indicate to the high school that their minimal graduation requirements might not be sufficient to ensure student success in college-level work. Second, this practice brings to campus a group of seniors perhaps more likely to enroll than most for a structured introduction to the College. Third, it provides some time for an incoming student to prepare him- or herself with remediation over the summer. Fourth, the potential students may be more relaxed participating in an introduction to the College with a group of their friends. Finally, it brings to campus a number of students who may not under normal circumstances come to campus at all.

Procedurally, our director of admissions contacts each high school's counselor to explain the program. If the counselor agrees, seniors take a half-day to complete the COMPASS test in a computer lab set up for the purpose. As students complete a tour of the campus, the COMPASS evaluation is scored. The event concludes with lunch in the College's food service facility, at the College's expense.

For high school classes that cannot take the time to come to campus, the College's admission office can come to the high school to provide some of the same services. In these cases, ACT's ASSET test—a paper-and-pencil version—is administered rather than the computerized COMPASS test. Results can still be quickly transmitted to the high school and the students. Some of the purposes of this innovation may still be accomplished under this variation.

This new practice both intensifies our marketing efforts toward the College's largest population segment while it also represents a step toward working with the high schools in our district to improve teaching and learning and to better prepare students for college-level work.

John Wood Community College

ACADEMIC BEST PRACTICE

The JOBS Project of John Wood Community College is a successful education-business-community partnership. By linking curriculum development and instruction with specific employers, the JOBS Project provides "just-in-time" training for employment within specific industries in the community. The project is funded through multiple Illinois Community College Board workforce development grants and in-kind services from the college, community agencies, and area employers.

In 1996 employers were surveyed to determine the skills needed in entry-level jobs. The Knapheide Manufacturing Company and Blessing Hospital indicated an immediate need for entry-level employees. Both are highly sought after employers because they offer jobs with long-term employment, competitive salaries, and above-average benefits.

The JOBS Project targets participants with employment barriers including one or more of the following: low or no skills, poor work history, felony convictions or a history of welfare dependency. The most frequently self-described barrier is the lack of self-esteem.

Before the JOBS Project, the only short-term programs John Wood offered were a 11-week CNA program and a 16-week truck driver training program. The JOBS Project was John Wood's first attempt to offer more options of non-traditional, non-credit training that focus directly on both the problems of an at-risk population being employed in above-minimum wage jobs and working directly with employers to grow the area's workforce.

The first JOBS Project was piloted in fall 1998 with Knapheide sponsoring the on-site training opportunities. Over 80% of all Knapheide class participants have since been employed by the employer. The program has been, and will remain, an ongoing and adaptive program constantly improving its methods. A successful model has evolved with expectations and resource provisions mutually beneficial to all constituents. In general, resources and expectations on the part of the partners are reflected below.

Resources provided by John Wood include: pre-screened candidates who become job-ready candidates (no guarantee of employment); soft skills training classes, developmental classes and pre-training tutoring; curriculum development; funding of instructors and/or compensation to offset employers' hours used for OJT; textbooks; responsive contact person to work out problems with trainees; equipped job candidates-uniforms, welding helmets, transportation, etc. (John Wood and community social service agencies collaborate to provide employment-oriented services as diverse as baby sitting and dental care.)

Resources from the employer partners include: genuine learning opportunities for inexperienced candidates with employment barriers; consultation time required to develop training modules/lesson plans; responsive contact persons to work out problems with trainees; on-site training facilities, with access to appropriate equipment; orientation sessions for participants conducted by employer personnel; personnel to participate in candidate interviews.

The sixth welding class began in February 2001. The fifth hospital class was held last spring. The second direct service person training is in progress with Transitions, a large mental health provider that operates several facilities always seeking entry-level workers. An APlus computer hardware repair program opened in June 2001.

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